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ABSTRACT

The document is the second of a two-part set on typewriting and focuses on the nine modules of instruction. The nine modules are: (1) keyboard mastery and skill development, (2) basic typewriting competencies, (2a) personal use typewriting, (3) introduction to office typewriting I, (4) introduction to office typewriting II, (5) intermediate office applications I, (6) intermediate office applications II, (7) advanced office applications, and (8) culminating typewriting activities. Each module is presented separately and contains the following areas: performance objectives, content coordinated with suggested activities, advice for the teacher, regular interim checkups during lessons, and evaluation criteria to be used at the completion of the module. Module 8 includes guidelines for preparation for employment. (EC)

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TYPEWRITING SYLLABUS

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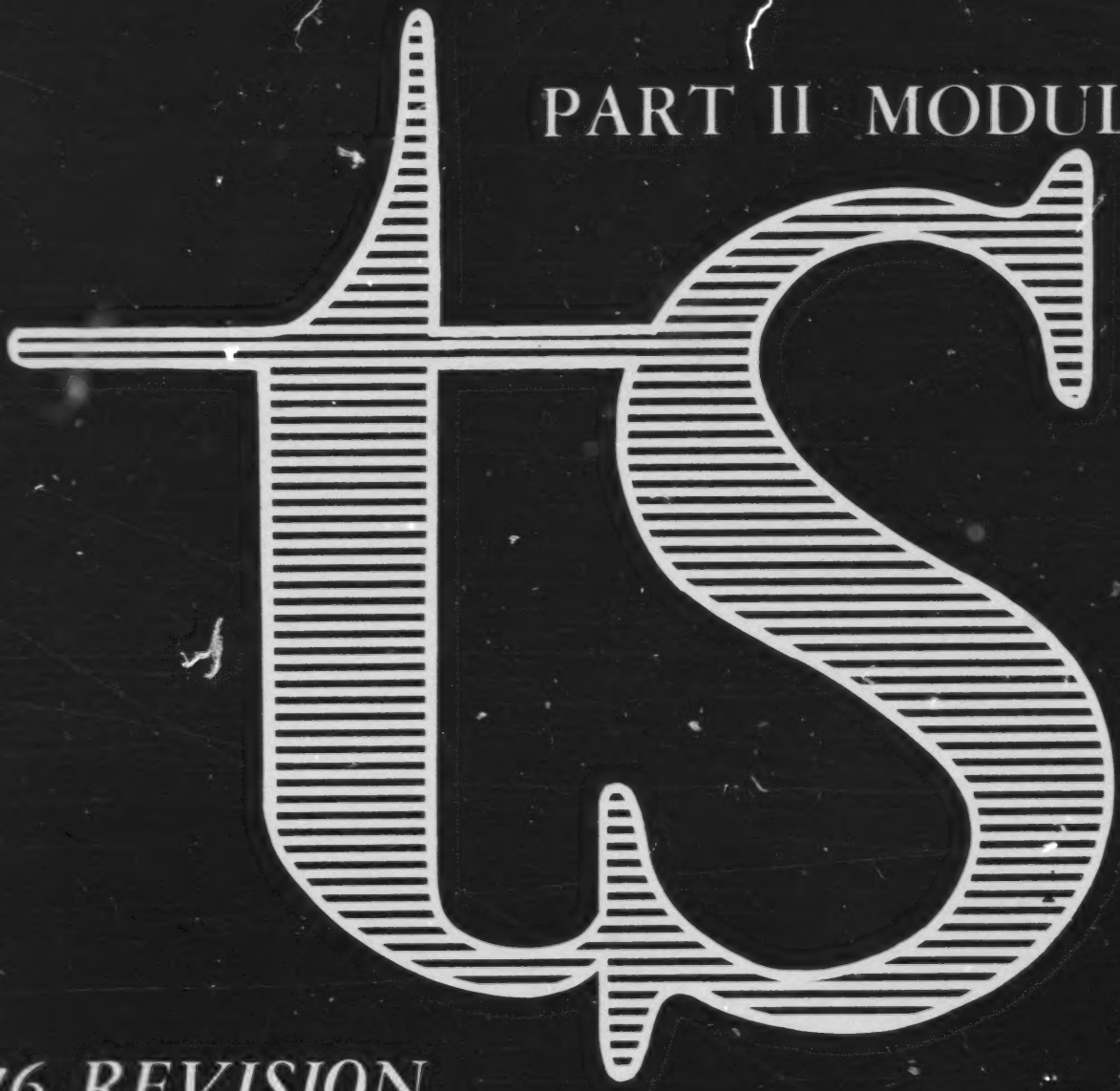

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1976 REVISION

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Bureau of Occupational and Career Curriculum
Albany, New York 12234

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TYPEWRITING SYLLABUS

PART II. MODULES

This is the second of 2 parts of the Typewriting Syllabus, containing the 9 modules bound together. For use in separate modular form, the local teacher is advised to divide this section into the 9 modules. The entire Syllabus has been 3-hole punched for ease of use in a 3-ring binder.

Please refer to PART I. INTRODUCTION for:

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Chapter III. Organization of the Instructional Modules 8-12
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This Section II includes the following Modules:

Module 1. Keyboard Mastery and Skill Development . . . . . A 1-12
Module 2. Basic Typewriting Competencies . . . . . B 1-8
Module 2A. Personal-Use Typewriting . . . . . C 1-16
Module 3. Introduction to Office Typewriting I . . . . . D 1-12
Module 4. Introduction to Office Typewriting II . . . . . E 1-12
Module 5. Intermediate Office Applications I . . . . . F 1-12
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TYPEWRITING SYLLABUS

MODULE 1. KEYBOARD MASTERY AND SKILL DEVELOPMENT

- This first module introduces the student to the basic typing skills.

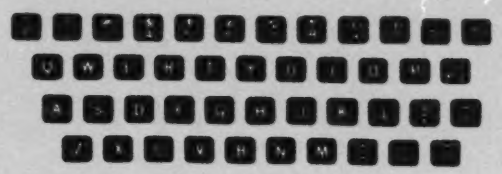
- This module may suffice for the student with the limited objective of "keyboarding." Skill development may be continued on other machines utilizing a keyboard similar to that of a typewriter.

- Satisfactory completion of Module 1 should be measured by Typewriting Competency Test 1.

- One-half unit of credit may be earned by completing this Module plus either Module 2 — Basic Typewriting Competencies, or Module 2A — Personal-Use Typewriting.

COMMON KEYBOARDS

BEMA-Approved ANSI Standard Correspondence
88 Character — Upper and Lower Case

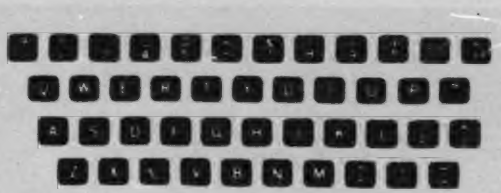


No. 340A-870/970 Series
Billing
62 Character — Single Capitals

No. 314-970 Series, No. 514A-5000 Series
Canadian French
88 Character

No. 523A-5000 Series
Spanish
88 Character

ALA Library Bibliographic
88 Character — Upper and Lower Case



No. 355A-870/970 Series
Mathematical I (Electrical)
88 Character — Upper and Lower Case

No. 360A-870/970 Series
Library
88 Character

No. 355B-870/970 Series
Mathematical II
92 Character

MODULE 1

KEYBOARD MASTERY AND SKILL DEVELOPMENT

PERFORMANCE OBJECTIVES:

At the end of this module, the student will be able to:

1. Match a list of 10 basic machine parts with a list of 10 identifying statements within 5 minutes with 9 out of 10 correct.

2. Type line for line a handwritten paragraph containing 5 punctuated sentences (given appropriate margins and a tab stop) within 5 minutes with no more than 2 punctuation or spacing errors and not more than 3 additional typing errors.

3. Type line for line a handwritten paragraph of 5 sentences, each containing at least 2 numbers and 2 symbols (given margins and a tab stop) within 5 minutes with not more than 5 typing errors.

4. Demonstrate proper touch typewriting techniques on the alphabetic, numeric, and symbolic keyboard.

5. Demonstrate proper technique and economy of movement in the operation of machine parts.

6. Type paragraph material, syllabic intensity not exceeding 1.45, for 3 minutes, with no more than 3 errors, at no less than 15 wpm.

NOTE TO THE TEACHER:

Probably the most crucial period in typing skill development is the first four to eight weeks. It is these processes with which this first module is concerned: how to best do the job of introducing the student to the typewriter; how to develop the typing skill to the maximum competency-level.

Suggestions for handling the first two days of a typewriting class are given specific identification. The arrangement of the remainder of the module, however, is not intended to be followed topic by topic, but contains suggestions for integrating drills that are designed not only to improve the typewriting performance skills of the typist but also to review, recall, reinforce, and refine the language arts skills.

During the initial weeks of instruction, collect papers for motivation and for study of technique faults that may be revealed. Be primarily concerned with how the drills are performed. Error emphasis should be minimized during the early stages.

CONTENT	SUGGESTED ACTIVITIES

NOTE TO THE TEACHER:

In addition to using the demonstration typewriter, use the overhead projector or video tape-recorded presentation as effective teaching devices. The Tachistoscope, opaque projector, Pacer, Diatype Analyzer, and Audio-Tutorial programs are optional learning devices recommended.

1. SPECIAL SESSIONS

A. Before the first day

Make the necessary machine adjustments prior to the first class session so that more time is spent on typing and less on mechanics.

- . check typewriters to be sure they are in working condition
- . understand the mechanism of each type of machine
- . check ribbons to see that they give a clear impression
- . set the ribbon on the black position
- . set the touch-control lever temporarily at midscale
- . preset both margin stops following the textbook margins (if the room features both pica and elite machines, adjust the paper guides so they have the same centering point – 50)
- . set the linespacer at single spacing
- . set some tab stops as precautions for students who "find" the tab key
- . insert a sheet of paper into each typewriter with the bail in place

Experiment with the location of the demonstration stand so that all students in the room will be able to observe the demonstration.

B. The first day
- . Proper typing posture
- . Returning to home keys
- . Correct stroking

Using the demonstration typewriter, demonstrate:

- . typing posture
- . home key position

CONTENT	SUGGESTED ACTIVITIES
1. SPECIAL SESSIONS (Continued)	
. Using space bar . Returning carriage . Changing paper . Positioning bail	. correct key stroking . correct position of the right thumb over the space bar and the effect of "riding the space bar"
	Demonstrate and have students practice correct paper insertion and removal (if time permits).
	If another beginning group follows, have the students insert the paper so it is ready for the next class, positioning the bail.
	Regardless of the length of the first class period: . students must do some typing . mastery is not to be expected . names of parts are slighted . emphasis is on "how," not on "why"
C. The second day - Review	Begin the second class period by reviewing: . position at the typewriter . position of the fingers over the home keys . proper key stroking . use of space bar . technique for returning the carriage . paper insertion and removal
2. BASIC MACHINE PARTS	
A. Identification . Paper table and guide . Paper release . Carriage return . Space bar . Paper bail . Tabulator . Backspacer . Shift key and lock . Line-space regulator . Margin stops	Using the demonstration typewriter and the overhead projector, identify the principal machine parts needed during the introductory use of the typewriter. Defer the introduction of other machine parts until there is need for their use.

CONTENT	SUGGESTED ACTIVITIES
2. BASIC MACHINE PARTS (Continued)	
B. Usage	Drill on identification of the principal machine parts to establish students' working knowledge of the typewriter as well as their ability to apply correct terminology for these parts. Time used in presenting the machine parts should be kept to a minimum so that students have sufficient time to practice the demonstration. Prepare study guides consisting of leading questions to help students remember or practice the basic machine parts. The study guide should not be considered a quiz to be graded. Students should use manipulative machine parts with economy of movement.
INTERIM CHECKUP	Given a list of 10 basic machine parts and a list of 10 identifying statements, the student will match a part to a statement within 5 minutes with 9 out of 10 correct.
3. KEYBOARD MASTERY	
A. Alphabetic	Follow a definite pattern in locating each new key in relation to the home key. Demonstrate typing it with appropriate anchors kept in home key position. Permit students to look at keys while typing the reach combinations (ded) from dictation, the overhead, or the chalkboard, ending the drill when glancing ceases. After a few seconds of nonsense drills (ded) for each new reach, provide practice on dictionary words, phrases, and sentences.

CONTENT	SUGGESTED ACTIVITIES
3. KEYBOARD MASTERY (Continued)	
	Provide enough different practice lines to permit nonrepetitive typing.
	Supply sentences of high-frequency substitution errors (r-t, i-o) as drill materials immediately following the reach presentations and at times thereafter.
	Collect the papers not for grading but to analyze them for evenness of stroking, correct spacing, etc. Return them with notations.
B. Shifting	Use the three-count rhythm.
	EXAMPLE: Ask = Cap A Back sk . . . . with "cap" signifying the reach to and depression of the shift key, and "back" signifying the pause during which the shifting finger returns to its home key position.
	Demonstrate faults resulting from incorrect use (i.e., raised capitals, skipped space following the capital, etc.).
	Drill on words using capitals that force the little finger back into use via the letter after the capital using the shift key finger.
	EXAMPLE: Pat, Jane, Larry, April, Spot
C. Punctuation marks	Point out the spacing following a period after an abbreviation, within an abbreviation, and at the end of a sentence.
	Distinguish between the spacing following a colon and the spacing following a semicolon.
	Teach all students how to construct an exclamation mark even if machines have the exclamation mark.

CONTENT	SUGGESTED ACTIVITIES
3. KEYBOARD MASTERY (Continued)	For incorrect spacing around punctuation marks, provide materials loaded with such marks. EXAMPLE: John, Bob, and I toured Spain, France, and Germany. For incorrect spacing between sentences, provide several short sentences on one line. EXAMPLE: They left. I stayed. Phone her. Be courteous.
INTERIM CHECKUP	Given a handwritten paragraph containing 5 punctuated sentences, and given appropriate margins and a tab stop, the student will type the paragraph line for line within 5 minutes with no more than 2 punctuation spacing errors and no more than 3 additional typing errors.
D. Numbers	Defer the introduction of numbers until the completion of the alphabetic keyboard. Teach the use of the home key "l" for the number 1, even though the machine has a number 1 key.
E. Symbols	Instead of introducing the symbol keys with or immediately after the number keys, teach them functionally as needed. Direct the student to the appropriate drills when the text provides for both manual and electric typewriters. Show how parentheses are typed adjacent to whatever they enclose, with no intervening spaces. Point out that the percent sign is used with definite amounts.
INTERIM CHECKUP	Given a handwritten paragraph of 5 sentences, each containing at least 2 numbers and 2 symbols, and given margins and a tab stop, the student will type the paragraph line for line within 5 minutes with no more than 5 typing errors.

CONTENT	SUGGESTED ACTIVITIES
4. SKILL DEVELOPMENT	
A. Speed and Accuracy	Guide lesson activities so that there is no excess of any one kind of practice. Separate speed and accuracy practice, making sure that each student is aware of the purpose of each drill. During speed-building practice, avoid excess tensions by having students set goals only slightly beyond their present rate. Provide individualization of practice goals and practice emphasis (speed or accuracy) and direct students to select and use appropriate drills. Following the first skill development session, direct students to select and use appropriate practice drills for speed or for accuracy and to change from one emphasis to the other according to his own performance. Encourage students to read copy before typing it for ease in typing. Have each student maintain a simple record that shows whether she should practice for speed or for accuracy and at which speed. Provide practice copy that is either marked internally for the various wpm speeds or cut to lengths exactly equal to each wpm speed. Analyze unobtrusively the student's work in the typewriter and offer advice for improvement when necessary. Do not allow students to confuse accuracy of motions with accuracy of results on the paper.

CONTENT	SUGGESTED ACTIVITIES
4. SKILL DEVELOPMENT (Continued)	
B. Pacing	Pace-practice part of drills that can be typed in concert, directing attention to the pattern or pitfalls in the line.
	Demonstrate both the sound of stroking and the appropriate speed.
	Increase the sound of the demonstration machine by leaving the paper bail up and using a cushion sheet behind the paper (the back of a stencil or a part of a manila folder).
	Set the pace of typing by dictating each letter in a sharp, clipped (staccato) voice to foster striking instead of pressing motions.
	Any given rate will be too fast or too slow for some students; so provide independent practice time as you observe the class before progressing to the next drill.
	At the end of the line, call a signal such as "carriage" or "repeat" to direct the carriage return and start the students' repetition.
C. Technique	Remind students of the proper position of the fingers over the keys and of the hands and arms with respect to the machine and body.
	Demonstrate curved fingers and striking the keys with rapid, staccato motions.
	Observe students at work with respect to typewriter position, stroking, and operation of the machine.
	Place a duplicated technique analysis chart at the desk of each student for teacher rating to focus student attention to the teacher's analysis and judgment of his technique strengths and weaknesses.

CONTENT	SUGGESTED ACTIVITIES
4. SKILL DEVELOPMENT (Continued)	Technique analysis charts may be used as a method of evaluation early in the course.
D. Proofreading	Establish the habit of proofreading all typewritten work. Demonstrate the paper bail method of proofreading. Have the students call the spaces after the punctuation marks as you or a student reads. Students should appreciate what constitutes a well-typed piece of work. . accurate typing . copy free from double or fuzzy impressions . characters spaced regularly . characters shaded evenly and clear cut . proper alignment
E. Timed Writings	Begin short, timed writings on practice copy as early as possible to stimulate effort for continuity. Use 1/2-, 1-, and 2-minute timings to develop speed and accuracy; and 3-minute timings for evaluation. Increase the duration of practice timings as the training progresses. Suggest students set goals of 1 to 2 wpm above previous rate. Provide drills that permit the student to determine whether or not she has attained her specific wpm goal. EXAMPLE: Repetitive typing of the same copy until its goal is met, followed by repetitive practice of new copy until its goal is met.
INTERIM CHECKUP	Given paragraph material, syllabic intensity not exceeding 1.45, the student will type for 3 minutes, with no more than 3 errors, at no less than 15 wpm.

TYPEWRITING SYLLABUS

End of Module 1. KEYBOARD MASTERY AND SKILL DEVELOPMENT

NEW YORK STATE EDUCATION DEPARTMENT

TYPEWRITING SYLLABUS

MODULE 2. BASIC TYPEWRITING COMPETENCIES

- This module introduces students to fundamental "problem" or "application" typing and continues the drive for skill development

- Upon completion of Module 1 and Module 2, the student is entitled to one half-unit of credit, provided the standards of Typewriting Competency Tests 1 and 2 have been satisfied.

MODULE 2

BASIC TYPEWRITING COMPETENCIES

PERFORMANCE OBJECTIVES:

At the end of this module, the student will be able to:

1. Type paragraph material, syllabic intensity not exceeding 1.45, for 3 minutes, with no more than 3 errors, at no less than 20 wpm.

2. Center horizontally (given a vertical starting point) and type 10 lines of words and phrases, some handwritten and some spread centered, within 20 minutes with no more than 5 errors.

3. Center vertically, block center horizontally, and type paragraph copy of approximately 100 words and a title, within 20 minutes with no more than 5 errors.

4. Center horizontally and vertically and type copy consisting of a title and 10 enumerated items, some handwritten and some containing overruns, within 20 minutes with no more than 5 errors.

5. Type on a two-column pre-ruled and pre-lined form, 20 names and social security numbers, some handwritten, within 20 minutes with no more than 5 errors.

6. Type an arranged, medium-sized letter in block or semi-block style, with mixed punctuation and a business-sized envelope, within 20 minutes with no more than 5 errors.

NOTE TO THE TEACHER:

At the completion of Module 1, the student should be familiar with the alphabetic, numeric, and symbolic keyboard and have demonstrated the ability to type simple paragraphs.

Every class period should begin with 10 to 15 minutes of conditioning or warmup drills taken from the problem material to be covered that day. For example, if the application problem is a letter, then the class should be drilled in those techniques and manipulations emphasized in the typing of letters – date-to-inside address drills, 5-digit number drills simulating zip codes, 2-letter state abbreviation drills, salutation drills, and the like. Otherwise, number and symbol drills should be postponed until they are needed.

CONTENT	SUGGESTED ACTIVITIES
1. SKILL DEVELOPMENT	The teacher should utilize drills that are appropriate to the problems identified through individual student diagnosis.
A. Technique drills . Call-the-throw . Tab mechanism . Backspace key . Capital letter . Shift key	
B. Reinforcement and development drills . Speed and accuracy . Number and symbol . Balanced-hand words . Double-letter words . Alternate-hand words . Alphabetic sentence . Common letter combinations	In addition to using the demonstration typewriter, use the overhead projector or video tape-recorded presentation as effective teaching devices. The Tachistoscope, opaque projector, Pacer, Diatype Analyzer, and Audio-Tutorial programs are optional learning devices recommended.
C. Timed writings for speed and accuracy development	Preview appropriate words and phrases for speed and accuracy development. Direct students to work toward personal goals of speed or accuracy.
D. Proofreading before paper is removed from the machine	Provide practice in proofreading from the very first application problem.
E. Direct teacher dictation	Dictate words and phrases appearing in the application problem for the day as a part of the conditioning or warmup practice.
INTERIM CHECKUP	Given paragraph material, syllabic intensity not exceeding 1.45, the student will type for 3 minutes, with no more than 3 errors, at no less than 20 wpm.
2. HORIZONTAL CENTERING	
A. Introduction . One word; even number of characters . One word; odd number of characters	Show how to use the backspace key to center the word *Typing*; once for each two letters.

CONTENT	SUGGESTED ACTIVITIES
2. HORIZONTAL CENTERING (Continued)	
. Two or more words . All caps . All caps with hyphenated word(s)	Have students set a tab at center-point and backspace and type with you. Backspace to center the word *Type-writing*; once for each two letters, ignoring the last letter. Point out that a single letter like *a* would not be backspaced at all. Demonstrate backspace centering the line *Anywhere High School*; once for each two letters or spaces in the line. Provide practice in the last three items listed under "Introduction." *MY PART-TIME JOB* is an example of the last item.
B. Typed line with handwritten insert	
C. Whole line handwritten	
D. Spread centering	Have students backspace once for each letter of each word except the last letter of the last word and once for the space between each word. When they type, have them leave a space after each letter in each word and three spaces between words.
INTERIM CHECKUP	Given a vertical starting point, the student will center horizontally and type 10 lines of words and phrases, some handwritten and some spread centered, within 20 minutes with no more than 5 errors.
3. VERTICAL CENTERING	
A. Introduction . Vertical lines per inch . Lines per page or half page	Provide practice in counting the number of lines and line spaces in copy. Stress the difference between "Double spacing" and "skipping two

CONTENT	SUGGESTED ACTIVITIES
3. VERTICAL CENTERING (Continued)	
. Counting lines of copy . Determining starting point	lines," between "triple spacing" and "skipping three lines," etc. Provide practice material which contains variations in spacing.
B. Centering several lines . Typewritten . Handwritten	Present the number of lines to the vertical inch and calculate the number of vertical lines to the sheet. Explain how to determine the start-ine line of a simple centering problem. Review the use of the tab stop and the backspace key for centering the lines horizontally. Also, review the use of the variable line spacer for exact positioning of the top edge of the paper. Practice using the carriage return to arrive at the starting line.
INTERIM CHECKUP	Given 10 lines of words and phrases, some handwritten, the student will type the copy centered vertically and horizontally, within 20 minutes with no more than 5 errors.
C. Block centering . Paragraph material, all lines flush left . First line indented . First line flush, all succeeding lines indented	Discuss the determination of the starting line when a title is used and discuss the spacing after the title. Demonstrate backspace centering the longest line to set the left margin, or, counting the longest line to determine the left margin. In problems where only the first line is flush with the left margin and all succeeding lines are indented, discuss the advisability of setting (or resetting) the left margin for the indented material.

CONTENT	SUGGESTED ACTIVITIES

3. VERTICAL CENTERING (Continued)

INTERIM CHECKUP

> Given paragraph copy of approximately 100 words and a title, the student will type the copy centered vertically and block centered horizontally, within 20 minutes with no more than 5 errors.

4. SIMPLE ENUMERATIONS

A. Introduction
- . Definition
- . With arabic numbers less than 10
- . With arabic numbers more than 10
- . With capital lettered items
- . With roman numerals

Present the spacing after the period following the "guide numbers" in enumerations.

Demonstrate backspace centering or counting the longest line including the guide numbers in the establishment of the left margin.

Show how to "justify-right" arabic and roman numerals.

INTERIM CHECKUP

> Given a left margin and a vertical starting point, the student will type 10 simple enumerated items with arabic or roman numbers with no more than 3 errors.

FOR EXAMPLE:	1. One	OR:	I. One
	2. Two		II. Two
	-		-
	10. Ten		X. Ten

B. Spacing
- . Single line items
- . Multi-line items (overruns)

Use an overhead projector and show the need for setting a tab stop to keep overruns "hanging" properly. Observe the class to see that the students are not looking up when using the tab key.

C. Handwritten copy

Count the lines and spaces with the class and review vertical placement.

CONTENT	SUGGESTED ACTIVITIES
INTERIM CHECKUP	Given copy consisting of a title and 10 enumerated items, some handwritten and some containing overruns, the student will type the copy centered vertically and horizontally, within 20 minutes, with no more than 5 errors.
5. TYPING ON PRE-LINED AND PRE-RULED PAPER	
A. Typing on ruled lines . Variable line spacer as opposed to the ratchet release. . Centering items on ruled lines . From handwritten copy	Provide the class with ruled composition paper. Review the use of the variable line spacer. Have the students type their names, addresses, ages, etc., on succeeding lines for practice. Distribute business forms such as payroll records, application blanks, etc. Using the overhead projector and the demonstration typewriter, demonstrate centering an item on a ruled line by estimating the center point of the line and backspace centering from it.
B. Typing within ruled columns . Tab stops . From handwritten copy	Give the class duplicated copies of paper containing two or more vertical rulings. Discuss and demonstrate how to set tab stops that will result in an attractive arrangement of columns within the vertical lines. Have the class type columns of words and numbers within the rulings. Stress the proper use of the tab key.
INTERIM CHECKUP	Given a two-column pre-ruled and pre-lined form and 20 names and social security numbers, some handwritten, the student will type the copy on the form within 20 minutes with no more than 5 errors.

CONTENT	SUGGESTED ACTIVITIES
6. INTRODUCTION TO BUSINESS LETTERS	
A. Part of the letter . Date line . Inside address (Three or four lines only) . Salutation (*Dear .... or Gentlemen* only) . Body (Three or four paragraphs only) . Complimentary close . Writer's identification (Name and title) . Reference initials (Typist's only)	At this point keep the students' experience with business letters as simple and repetitive as possible so that they can develop automatic responses to the placement positions and carriage returns necessary for good production speeds. Use the same margins and a common starting line for all letters. Refinements will be introduced in later Modules. Use the overhead projector and overlays to demonstrate the various parts of a business letter.
B. Style . Block . Semi-block	Point out that normally the letter is typed first and the inside address is copied from the letter to the envelope.
C. Copy - exact copy only	Discuss the postal use of the ZIP code and its placement on the inside address and on the envelope.
D. Length - 125 to 150 words	
E. Puncutation style - mixed	Using the demonstration typewriter, type through the first letter with the class emphasizing rapid carriage return.
F. Paper . Standard 8½ x 11" . Simple letterhead	Provide the class with letterhead paper for at least one letter.
G. Envelope . Business size - #6 3/4 only . No return address	Illustrate addressing for automation and provide addresses to be typed within the read-zone areas of the post office optical character reader.

INTERIM CHECKUP	Given an arranged, medium-sized business letter, the student will type the letter in block or semi-block style with mixed punctuation and a business-size envelope, within 20 minutes with no more than 5 errors.
EVALUATION	Upon completion of Module 2, the student should be able to demonstrate the competencies specified in the behavioral objectives stated on page B.2.

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TYPEWRITING SYLLABUS

MODULE 2A. PERSONAL-USE TYPEWRITING

- This module develops a mastery of basic skills that will serve the student when he/she uses the typewriter as a personal writing tool.

- Formal typewriting instruction will usually be terminated for the student who completes Module 2A inasmuch as the skills and knowledge will be put to immediate personal rather than vocational use.

- Upon completion of Module 1 and Module 2A, the student is entitled to one half unit of credit, provided the standards of Typewriting Competency Tests 1 and 2A have been satisfied.

NOTE TO THE TEACHER:

At the completion of Module 1, the student should be familiar with the alphabetic, numeric, and symbolic keyboard and have demonstrated the ability to type simple paragraphs.

This second module introduces "problem" or "application" typing. Skill development, however, cannot be ignored but should become an integral part of each day's lesson. Every class period should begin with 10 to 15 minutes of conditioning or warmup drills taken from the problem material to be covered that day. For example, if the application problem is a letter, then the class should be drilled in those techniques and manipulations emphasized in the typing of letters – date-to-inside address drills, 5-digit number drills simulating zip codes, 2-letter state abbreviation drills, salutation drills, and the like. Otherwise, number and symbol drills should be postponed until they are needed.

MODULE 2A

PERSONAL-USE TYPEWRITING

PERFORMANCE OBJECTIVES:

At the end of this module, the student will be able to:

1. Type paragraph material, syllabic intensity not exceeding 1.45, for 3 minutes, with no more than 3 errors, at no less than 20 wpm.

2. Center vertically, block center horizontally, and type paragraph copy of approximately 100 words and a title, within 20 minutes with no more than 5 errors.

3. Center vertically and horizontally a 5-line, 3-column tabulation (at least one containing amounts or percents), a heading, a subheading, and column headings blocked at the left, within 20 minutes with no more than 5 errors.

4. Paragraph and type unarranged material of approximately 125 words containing proofreader's notations and handwritten additions, given a vertical starting point and a predetermined line length, and maintaining an attractive right margin, within 20 minutes with all errors corrected.

5. Type a handwritten outline of approximately 25 lines, some containing overruns, and a minimum of two tab stops, given a vertical starting point and a predetermined line length, within 20 minutes with all errors corrected.

6. Type 15 entries attractively on a printed form, some necessitating centering by estimation, within 20 minutes with all errors corrected.

7. Type a medium-sized personal-business letter with a carbon copy and an appropriate envelope within 25 minutes with all errors corrected.

8. Type a 1½-page unarranged manuscript with multiple footnotes within 40 minutes with all errors corrected.

CONTENT	SUGGESTED ACTIVITIES
1. SKILL DEVELOPMENT	
A. Technique drills . Call-the-throw . Tab mechanism . Backspace key . Capital letter . Shift key . Margin release key . Correction	The drills selected for technique reinforcement and refinement should be taken from the application problem for the day.
B. Reinforcement and development drills . Speed and accuracy . Number and symbol . Balanced-hand words . Double-letter words . Alternate hand words . Alphabetic sentence . Common letter combinations	In addition to using the demonstration typewriter, use the overhead projector or videotape-recorded presentation as effective teaching devices. The Tachistoscope, opaque projector, Pacer, Diatype Analyzer, and Audio-Tutorial programs are optional learning devices recommended.
C. Timed writings for speed and accuracy development	Preview appropriate words and phrases for speed and accuracy development. Direct each student to work toward a speed or accuracy goal he feels he can attain.
D. Proofreading before paper is removed from the machine	Provide practice in proofreading from the very first application problem.
E. Direct teacher dictation	Dictate words and phrases appearing in the application problem for the day as a part of the conditioning or warmup practice.
F. Composition at the typewriter	Provide models and have the students compose and type letters of application for a job or to a college.
INTERIM CHECKUP	Given paragraph material, syllabic intensity not exceeding 1.45, the student will type for 3 minutes, with no more than 3 errors, at no less than 20 wpm.

CONTENT	SUGGESTED ACTIVITIES
2. HORIZONTAL AND VERTICAL CENTERING	
A. Horizontal spacing · Strokes per inch Pica Elite . Establishing the centerpoint	Explain the difference between pica and elite type insofar as the number of characters that can be typed across the page. Assign students to report on the pitch of their typewriters at home — 10, 12, or possibly 11. Have the class compute the centerpoint for these machines.
B. Horizontal centering . One word; even number of characters . One word; odd number of characters . Two or more words . All caps . All caps with hyphenated word(s) . Typed line with handwritten insert . Whole line handwritten . Spread centering	Demonstrate backspace centering the word *Typing*; once for each two letters. Have students set a tab at centerpoint and backspace and type with you. Show how to backspace to center the word *Typewriting*; once for each two letters, ignoring the last letter. Point out that a single letter like *a* would not be backspaced at all. Demonstrate backspace centering the line *Anywhere High School*; once for each two letters or spaces in the line. Backspace centering *MY PART-TIME JOB* and caution the class to release the shift lock when they type the hyphen. For spread centering, have the students backspace once for each letter of each word except the last letter of the last word and once for the space between each word. When they type, have them leave a space after each letter in each word and three spaces between words.
INTERIM CHECKUP	Given a vertical starting point, the student will center horizontally and type 10 lines of words and phrases, some handwritten and some spread centered, within 20 minutes with no more than 5 errors.

CONTENT	SUGGESTED ACTIVITIES
2. HORIZONTAL AND VERTICAL CENTERING (Continued)	
C. Vertical centering . Vertical lines per inch . Lines per page or half page . Counting lines of copy . Determining starting point	Provide practice in counting the number of lines and line spaces in copy. Present the number of lines to the vertical inch and calculate the number of vertical lines to the sheet. Demonstrate the determination of the starting line for typing a simple paragraph. Review the use of the variable line spacer for exact positioning of the top edge of the paper and demonstrate the use of the carriage return in arriving at the starting point.
D. Block centering paragraphs . All lines flush left . First line indented . With title	Discuss the determination of the starting line when a title is used and discuss the spacing after the title. Demonstrate counting the longest line to determine the left margin.
INTERIM CHECKUP	Given paragraph copy of approximately 100 words and a title, the student will type the copy centered vertically and block centered horizontally, within 20 minutes with no more than 5 errors.
3. TABULATIONS	
A. Introduction . Arranged material . Three columns . Keylines . Intercolumnar spaces	Have the students pick out the longest line (keyline) in each column. Explain that the number of spaces left between columns would depend upon the width of the table — but use a standard number of intercolumnar spaces in all beginning exercises.

CONTENT	SUGGESTED ACTIVITIES
3. TABULATIONS (Continued)	
B. Methods of horizontal placement . Backspace centering method -or- . Mathematical method	Backspace to center 3 columns of words. Demonstrate and emphasize the importance of proper tabulating techniques. -or- Using the chalkboard or the overhead projector, draw a diagram and demonstrate the mathematical computation of a simple tabulation containing 3 columns of words. Demonstrate and emphasize the importance of proper tabulating techniques.
C. Headings . Main . Subheadings	Illustrate acceptable vertical spacing between the main and subheadings and between the subheading and the body of the table.
D. Getting ready to type . Vertical centering . Paper guide . Left margin . Tab stops	Review counting lines to determine the vertical starting point.
INTERIM CHECKUP	Given a 5-line, 3-column tabulation (words only), a heading and a subheading, the student will type the copy centered vertically and horizontally, within 10 minutes with no more than 3 errors.
E. Column heads - blocked at the left . Equal to columns . Shorter than columns . Longer than columns	Present the vertical spacing between the main heading (or subheading) and the column heads. Point out that column headings which are longer than the columns are the longest entry and are used as the keyline. *NOTE:* *Since the time available in personal typing is extremely limited, it is suggested that the student block*

CONTENT	SUGGESTED ACTIVITIES
3. TABULATIONS (Continued)	*column heads at the left. If, however, the teacher feels strongly that the students be taught to center long and short column heads, the information in Modules 3 and 4 can be utilized.*
F. Copy . Arranged (typewritten) . Unarranged (typewritten) . Typewritten with notations . Completely handwritten	
G. Variations in Columns . Containing only numbers . Containing money amounts . Containing percent signs . Containing roman numerals . Footnotes	Using an overhead projector, illustrate and emphasize that . numbers are aligned at the right . decimal points are aligned in a column . dollar signs are not repeated in a column . percent signs are repeated in a column . roman numerals are aligned at the right Illustrate the alignment of asterisks at the right when using them in multiple footnotes.
INTERIM CHECKUP	Given a handwritten, 5-line, 3-column tabulation (at least one containing amounts or percents), a heading, a subheading, and varying length column headings, the student will type the table centered vertically and horizontally, with the column headings blocked at the left, within 20 minutes with no more than 5 errors.
4. TYPING UNARRANGED COPY	
A. Computing margin stops . 70-space line . 60-space line . 50-space line	Discuss and demonstrate computing and setting margins for various line lengths. Have the students compute margins for various line lengths, both pica and elite.

CONTENT	SUGGESTED ACTIVITIES
4. TYPING UNARRANGED COPY (Continued)	
B. Listening for the bell . Determining where bell rings . Using margin release key . Keeping an attractive right margin . Dividing simple words	Explain that while the typewriter bell gives a warning of the approaching margin, all machines do not give the same amount of warning. Have the class set a right margin at 70 and have students space very slowly from 55 to determine where each machine's bell rings. Explain that each student must remember how many "warning spaces" his particular machine has. Review the use of the margin release key. Emphasize that words should be divided between syllables and that the division should make for reader comprehension. Have the class type a paragraph — first on a 60-space line, then on a 50-space line — keeping an attractive right margin.
INTERIM CHECKUP	Given paragraph material of approximately 75 words, the student will type the material on a predetermined line length, keeping an attractive right margin, within 10 minutes with no more than 3 typing errors.
C. Corrected copy . Common proofreader's notations . Handwritten additions	Provide a list of proofreader's notations that are commonly used and paragraph material that contains such notations. Discuss the corrections with the class. Have the students type paragraph material containing proofreader's notations and handwritten additions and maintain an attractive right margin.

CONTENT	SUGGESTED ACTIVITIES
4. TYPING UNARRANGED COPY (Continued)	
D. Making corrections . Paragraphing copy . Erasing . Reinserting paper to make corrections	Give some general suggestions for paragraphing. For example: . start a new paragraph with a change of thought . "connectives" (such as *therefore* or *consequently* generally refer back to a previous sentence. Provide practice material and paragraph it with the class. Explain the use of the appropriate type of eraser with different paper: abrasive eraser for ribbon copy, soft eraser for erasable bond. Emphasize the care needed to avoid fingermarks, smearing, and holes in the paper. Discuss the danger of eraser crumbs falling into the type basket; and demonstrate moving the carriage to the right or left before erasing. Demonstrate rolling the paper backwards to erase near the bottom of the page. Illustrate and explain the use of the printing point indicator, the paper release, the aligning scale, and the variable line spacer when reinserting the paper into the typewriter. *NOTE:* *If time permits, the teacher may want to have the students use commercially prepared correction products and learn to crowd and spread. If so, the information in Module 5 can be utilized.*

CONTENT	SUGGESTED ACTIVITIES
4. TYPING UNARRANGED COPY (Continued)	
E. Copy . Typewritten . Typewritten with notations . Handwritten	
F. Problem types . Personal notes . Memorandum . Postal cards . Short report . Agenda . Minutes of meeting . Book review . Resume	*NOTE:* *The problem types listed here are suggested for acquaintanceship only — to be used as a vehicle of instruction in "Typing Unarranged Copy." Time does not permit the mastery of each of the problem types.* *However, it is suggested that provision be made for each student to prepare and type his own personal resumé to be kept as a model for future use.*
INTERIM CHECKUP	Given a vertical starting point and a predetermined line length, and given unarranged material of approximately 125 words containing proofreader's notations and handwritten additions, the student will paragraph and type the material, maintaining an attractive right margin, within 20 minutes with all errors corrected.
5. ENUMERATIONS AND OUTLINES	
A. Enumerations . With capital lettered items . With arabic numbers less and more than ten . With roman numerals	Present the spacing after the period following the "guide letters" or "guide numbers" in enumerations. Demonstrate "right-justifying" arabic and roman numerals.
B. Outlines . With roman numerals . With capital letters . With arabic numbers	Explain the use of tab stops for subpoints.
C. Spacing . Single line items . Multi-line items (overruns)	Use an overhead projector and show the need for setting a tab stop to keep overruns "hanging" properly.

CONTENT	SUGGESTED ACTIVITIES
5. ENUMERATIONS AND OUTLINES (Continued)	Observe the class to see that the students are not looking up when using the tab key.
D. Copy . Typewritten . Handwritten	Have the students use a predetermined line length and give them a vertical starting point.
INTERIM CHECKUP	Given a vertical starting point and a predetermined line length, and given a handwritten outline of approximately 25 lines, some containing overruns, and a minimum of two tab stops, the student will type the material within 20 minutes with all errors corrected.
6. TYPING ON RULED LINES	
A. Introduction . Variable line spacer . Centering items on ruled lines	Give the students ruled composition paper. Illustrate the use of the variable line spacer. Have the students type their name, address, age, etc., on succeeding lines for practice. Provide the class with duplicated sheets containing ruled lines of various lengths. Have the students center (by estimation) and type their, name, age, etc., on the lines.
B. Problem types . Index cards . Application for credit card . Job application blank . College application blank . Catalog order blank . Receipt	*It is suggested that provision be made for each student to type a typical job application blank to be kept as a model for future use.*
INTERIM CHECKUP	Given a printed form and a list of 15 entries, some necessitating centering by estimation, the student will type the form, demonstrating attractive arrangement, within 20 minutes with all errors corrected.

CONTENT	SUGGESTED ACTIVITIES
7. LETTERS	
A. Business letters . Letterhead . Date line . Inside address . Salutation . Body . Complimentary close . Writer's identification lines . Reference initials . Enclosure notation	*NOTE:* *Since the emphasis in this module is on personal use, the amount of time spent on business letters should be limited. Exact copy, medium-sized letters with one punctuation and one letter style should be used. If time permits, however, the teacher may want to have the students learn more about business letters. If so, the information in Modules 3 through 7 can be utilized.* Use the overhead projector and overlays to demonstrate the various parts of a business letter and show how this letter differs from a personal-business letter. Discuss the use of the postal ZIP code and its placement in the inside address and on the envelope. Provide the class with letterhead paper for at least one letter.
INTERIM CHECKUP	Given an arranged, medium-sized business letter, the student will type the letter in block or semi-block style with mixed or open punctuation, within 20 minutes with all errors corrected.
B. Personal-business letters . Return address . Closing lines	Illustrate the agreement of the salutation with the first line of the inside address. Example: *Dear Mr.** — for an individual *Gentlemen* — for a group or company *Dear Sir* — for an individual whose name is unknown. **Mrs., Miss, Ms.*

CONTENT	SUGGESTED ACTIVITIES
7. LETTERS (Continued)	
C. Style . Block . Semi-block	
D. Length . Short . Medium	
E. Copy . Exact . Unarranged . With listed items	Remind the students of the necessity of keeping an attractive right margin.
F. Punctuation style . Mixed . Open	Show the difference between open and mixed punctuation.
G. Paper . Standard . Letterhead (Acquaintanceship)	
H. Envelopes . Business size . Legal size . Return address	Illustrate addressing for automation and provide addresses to be typed within the read-zone area of the post office optical character reader. Paper cut to size can be used but at least one actual envelope of each size should be provided.
I. Folding letters . For business envelope . For legal envelope	
J. Single carbon copy	Demonstrate the assembly of the carbon pack and its insertion into the machine.
INTERIM CHECKUP	Given an unarranged, medium-sized personal-business letter, the student will type the letter with a carbon copy and an appropriate envelope, within 25 minutes with all errors corrected.

CONTENT	SUGGESTED ACTIVITIES
8. MANUSCRIPTS	
A. One-page arranged . Unbound . Horizontal and vertical placement . Heading . Short quotations . Single footnote	Discuss and illustrate appropriate margins and starting line for a one-page manuscript. Review heading centered, typed in all caps, and blank lines that follow. Use a demonstration machine and an overhead projector to explain and illustrate . using the ratchet release to raise figures as superior numbers to identify footnotes . quotations of three or fewer lines shown in quotation marks . preceding the footnote by a divider line of underscores to separate it from the body . typing a footnote at the bottom of the page. Remind the students of the necessity of maintaining an attractive right margin.
B. One-page unarranged . Unbound . Subheading . Typewritten with hand-written additions . Long quotations . Ellipsis . Two footnotes	Using the overhead projector, explain and illustrate . spacing between the main heading, subheading, and body . quotations of four or more lines indented, single spaced, and numbered without quotation marks . three-period ellipsis showing an ommission . typing each footnote as a separate paragraph.
INTERIM CHECKUP	Given a one-page unarranged manuscript containing one long and one short quotation and two footnotes, the student will type the manuscript within 35 minutes with all errors corrected.

CONTENT	SUGGESTED ACTIVITIES
8. MANUSCRIPTS (Continued)	
C. Bibliography . Vertical placement . Margins . Heading . Arrangement . Underscoring . Separation punctuation . Tabs for overruns . Quotations	Show the vertical placement of and the spacing and placement of the various parts of the bibliography. Depending upon the availability of time, include speeches, magazine articles, and newspaper articles, in addition to books.
INTERIM CHECKUP	Given an unarranged bibliography of approximately 5 items, the student will type the material within 20 minutes with all errors corrected.
D. Title page . Arrangement . Solid caps and spread centered lines	Using an overhead projector, illustrate various attractive arrangements for the title page. Review spread centering.
E. Table of contents . Arrangement . Close leaders	Show the vertical and horizontal placement of a table of contents.
INTERIM CHECKUP	Given an unarranged title page of approximately 5 lines, and a table of contents of 10 lines, the student will type the material within 30 minutes with all errors corrected.
F. Two-page unarranged . Unbound . Vertical placement of second page . Page numbering . Multiple footnotes	Review the top margin on the first page of an unbound manuscript. Illustrate the top margin on the second and succeeding pages and the positioning of the page number.
G. Two-page unarranged . Side-bound . Multiple footnotes	Establish the side margins and centering point for a manuscript bound at the left; or have the students move their paper guides to the left and use the usual margins and centering point.

CONTENT	SUGGESTED ACTIVITIES
8. MANUSCRIPTS (Continued)	Demonstrate a procedure for leaving enough space at the bottom of the page for each footnote — a light pencil mark or using a page-end indicator.

INTERIM CHECKUP	Given a 1½-page unarranged manuscript with multiple footnotes, the student will type the manuscript within 40 minutes with all errors corrected.
EVALUATION	Upon completion of Module 2A, the student should be able to show the competencies specified in the behavioral objectives stated on page C-2.

NEW YORK STATE EDUCATION DEPARTMENT

TYPEWRITING SYLLABUS

MODULE 3. INTRODUCTION TO OFFICE TYPEWRITING I

- Modules 3 and 4 are intended to develop vocational typewriting competencies necessary for entry-level office employment.

- Modules 1, 2, 3, and 4 are equivalent to Typewriting 1. The student may earn a full unit of credit upon satisfying the standards of Typewriting Competency Tests, 1, 2, 3, and 4.

MODULE 3

INTRODUCTION TO OFFICE TYPEWRITING I

PERFORMANCE OBJECTIVES:

At the end of this module, the student will be able to:

1. Type paragraph material, syllabic intensity not exceeding 1.45, for 5 minutes, with no more than 5 errors, at no less than 25 wpm.

2. Type unarranged material of approximately 75 words, on a predetermined line length, applying word division rules to maintain an even right margin, within 10 minutes with no more than 3 typing errors.

3. Type rough draft material of approximately 175-200 words containing proofreader's notations, a handwritten paragraph, and one footnote, within 25 minutes with no more than 5 errors.

4. Type an unarranged memorandum of approximately 125-150 words, containing corrections, on a printed memorandum form, within 20 minutes with no more than 5 errors.

5. Type an unarranged, medium-sized business letter containing handwritten additions and an enclosure notation, on letterhead paper, with a carbon copy and an envelope, within 20 minutes with no more than 5 errors.

6. Type a handwritten outline of approximately 30 lines, some containing overruns, and a minimum of two tab stops, within 20 minutes with no more than 4 errors.

7. Center vertically and horizontally a handwritten, 5-line, 3-column tabulation (at least one containing figures), a heading, a subheading, and column headings equal to or shorter than the columns within 20 minutes with no more than 5 errors.

NOTE TO THE TEACHER:

This third module continues "problem" or "application" typing. Skill development, however, cannot be ignored, but should become an integral part of each day's lesson. Every class period should begin with 10 to 15 minutes of conditioning or warmup drills taken from the problem material to be covered that day.

CONTENT	SUGGESTED ACTIVITIES
1. SKILL DEVELOPMENT	
A. Technique drills . Call-the-throw . Tab mechanism . Backspace key . Capital letter . Shift key	
B. Reinforcement and development drills . Speed and accuracy . Number and symbol . Balanced-hand words . Double-letter words . Alternate-hand words . Alphabetic sentence . Common letter combinations	These drills are to be selected by the teacher and the student to remedy the stroking problem(s) identified.
C. Timed writings for speed and accuracy development	Preview appropriate words and phrases for speed and accuracy development. Direct each student to work toward a speed or accuracy goal he/she feels he/she can attain.
D. Proofreading before paper is removed from the machine	The habit of proofreading should be continually stressed.
E. Direct teacher dictation	Dictate words and phrases appearing in the application problem for the day as a part of the conditioning or warmup practice.
INTERIM CHECKUP	Given paragraph material, syllabic intensity not exceeding 1.45, the student will type for 5 minutes, with no more than 5 errors, at no less than 25 wpm.
2. TYPING SIMPLE UNARRANGED COPY	Remind the students that up to this point they have been copying material line-for-line but that this will no longer be the case.
A. Computing and setting margin stops . 60-space line . 50-space line . Other	

CONTENT	SUGGESTED ACTIVITIES
2. TYPING SIMPLE UNARRANGED COPY (Continued)	
. 40-space line . Others	Discuss and demonstrate computing and setting margins for various line lengths. Have the students compute margins for various line lengths, both pica and elite.
INTERIM CHECKUP	Given various line lengths, the student will compute the margin stops for both pica and elite typewriters.
B. Listening for the bell . Determining where bell rings . Margin release key . Rules for word division . Keeping an even right margin	Explain that while the typewriter bell gives a warning of the approaching margin, all machines do not give the same amount of warning. Have the class set a right margin at 70 and have students space very slowly from 55 to determine where each machine's bell rings. Explain that each student must remember how many "warning spaces" his particular machine has. Review the use of the margin release key. Discuss and demonstrate the simple rules for word division: 1. Divide between syllables. 2. Never divide contractions. 3. Always leave at least 2 characters and carry at least 3 characters to the next line. (A punctuation mark is considered a character.) Provide a list of words for practice in word division. Using dictionaries, have the class type them in columnar form, using the tab key and dividing where appropriate. Have the class type a paragraph — first on a 60-space line, then on a 50-space line, etc., — keeping an even right margin.

CONTENT	SUGGESTED ACTIVITIES
2. TYPING SIMPLE UNARRANGED COPY (Continued)	
INTERIM CHECKUP	Given unarranged material of approximately 75 words, the student will type the material on a predetermined line length, applying word division rules to maintain an even right margin, within 10 minutes with no more than 3 typing errors.
3. CORRECTED COPY	Provide a list of proofreader's marks that are commonly used and paragraph material that contains such notations. Discuss the corrections with the class.
A. Line-for-line typewritten copy . Proofreader's notations . Establishing left margin . Establishing vertical starting point	Distribute line-for-line practice material so that the student can concentrate on corrections without being concerned with line ending problems.
B. Unarranged typewritten copy with corrections . One- and two-word handwritten additions . Establishing left and right margins	Give the students material where corrections would necessitate their changing the arrangement of the typewritten lines, thereby listening for the bell, dividing words, and keeping an even right margin. Demonstrate counting the longest line to arrive at an approximate line length so that margins can be set and the vertical starting point can be calculated.
INTERIM CHECKUP	Given arranged material of approximately 125 words, containing proofreader's notations and several one- and two-word handwritten additions, the student will type the material applying word division rules to maintain an even right margin, within 20 minutes with no more than 5 errors.
C. Copy with added handwritten paragraph(s) . Converting handwritten lines into typewritten	After establishing the approximate line length of the typewritten material, show the class how to convert the handwritten material into

CONTENT	SUGGESTED ACTIVITIES
3. CORRECTED COPY (Continued)	
lines for line-counting purposes . Handwritten with corrections	typewritten lines so that the total lines can be calculated and the starting point determined. Example: Count the number of strokes in an "average" handwritten line, multiply by the number of lines, and divide by the typing line length being used. Result: Total number of typed lines needed for handwritten material.
D. Footnote . Purpose . Single only - asterisk . Separation line	Using the overhead projector, illustrate the 2-inch separation line which precedes the footnote.
INTERIM CHECKUP	Given rough draft material of approximately 175-200 words, containing proofreader's notations, a handwritten paragraph, and one footnote, the student will type the material within 25 minutes with no more than 5 errors.
4. INTEROFFICE MEMORANDUMS	Using the overhead projector, discuss and illustrate the various parts of a memorandum.
A. Arranged . Common starting line . Common margins . Heading . Tab stops . Body . Reference initials . Enclosure notation(s)	Rapid response to placement should be encouraged by using a common starting line and margins. Provide a list of typed headings. Have the students practice for rapid response in typing the "guide words" (TO, FROM, etc.) and tabbing to position for typing the material that follows the guide words.
B. Unarranged, but paragraphed . With corrections . Handwritten additions	
INTERIM CHECKUP	Given a paragraphed memorandum of approximately 125 words, containing corrections, handwritten additions, and an enclosure notation, the student will type the material within 15 minutes with no more than 5 errors.

CONTENT	SUGGESTED ACTIVITIES
4. INTEROFFICE MEMORANDUMS (Continued)	
C. Paragraphing memos	Give some general suggestions for paragraphing. For example: . start a new paragraph with a change of thought . "connectives" (such as *therefore* or *consequently*) generally refer back to a previous sentence Provide practice material and paragraph it with the class.
D. Handwritten memos . Arranged . Unarranged	
E. Heading styles . All at left margin . Other variations . Printed forms	When printed forms are used, the margins may be changed to conform to the printing. Review the use of the variable line spacer for typing the material following the printed guide words.
INTERIM CHECKUP	Given an unarranged memorandum of approximately 125-150 words containing corrections and given a printed memorandum form, the student will type the material within 20 minutes with no more than 5 errors.
5. BUSINESS LETTERS	Review the arrangement of the parts of a business letter.
A. Additional parts - enclosure notation(s)	
B. Style . Block . Semi-block	Using the overhead projector, review the block and semi-block styles.
C. Length - 125 to 150 words	Again, use common margins and starting point for all letters.

CONTENT	SUGGESTED ACTIVITIES
5. BUSINESS LETTERS (Continued)	
D. Copy . Unarranged . Handwritten additions . Completely handwritten	Remind the students of the necessity of keeping an even right margin.
E. Punctuation styles . Mixed . Open	Illustrate the difference between open and mixed punctuation.
F. Paper . Standard . Letterhead	Give the class more practice using letterhead paper.
G. Envelope . Business (#6-3/4) . Legal (#10)	Provide experience in typing on an envelope which contains a business-type return address. (A rubber stamp can be purchased at a nominal cost.)
H. Problems encountered in typing . The inside address . The closing lines . The dictator's initials	Give the students a list of inside addresses for practicing attractive arrangement of the addressee's title. Example: Ms. J. B. Parker, Manager Associated Exports, Inc. Mr. T. Wadsworth Adamson Manager, Apex Corporation Mr. James M. Crawford Production Manager Watson & Miller Company Provide a list of closing lines for practicing attractive arrangement of the writer's identification lines. Example: J. P. Adams, Director Real Estate Department Margaret E. Neissen Manager, Credit Department John P. Farnsworth Director of Personnel

CONTENT	SUGGESTED ACTIVITIES
5. BUSINESS LETTERS (Continued)	Using the overhead projector, illustrate the placement of the dictator's initials when his name is not typed in the closing lines.
I. Single carbon copy	Demonstrate the assembly of the carbon pack and its insertion into the machine. Provide practice with lightweight typing paper as well as onionskin.
INTERIM CHECKUP	Given an unarranged, medium-sized business letter containing handwritten additions and an enclosure notation, the student will type the letter on letterhead paper with a carbon copy and an envelope, within 20 minutes with no more than 5 errors.
6. OUTLINES A. Introduction . Definition . With Roman numerals . With capital letters . With Arabic numbers	Review "right justifying" arabic and roman numerals. Also, review backspace centering or counting the longest line including the "guide numbers" in the establishment of the left margin. Check to see that the students are not looking up when using the tab key.
B. Spacing . Single line items . Multi-line items (overruns)	
INTERIM CHECKUP	Given an arranged outline of approximately 25 lines, some containing overruns, and a minimum of two tab stops, the student will type the material within 15 minutes with no more than 3 errors.
C. Handwritten material . Handwritten inserts . Whole line handwritten . Entire outline handwritten	

CONTENT	SUGGESTED ACTIVITIES
6, OUTLINES (Continued)	
D. Use of the underscore . Solid . Broken . With spread heading	Discuss and illustrate the use of the solid underscore to stress individual words.
INTERIM CHECKUP	Given a handwritten outline of approximately 30 lines, some containing overruns, and a minimum of two tab stops, the student will type the material within 20 minutes with no more than 4 errors.
7. SIMPLE TABULATIONS	Have the students pick out the longest line (keyline) in each column.
A. Introduction . Arranged material . Three columns . Keylines . Intercolumnar spaces	Explain that the number of spaces left between columns would depend upon the width of the table – but use a standard number of intercolumnar spaces in all beginning exercises.
B. Methods of horizontal placement . Backspace centering method -or- . Mathematical method	On the demonstration typewriter, backspace center 3 columns of words. Demonstrate and emphasize the importance of proper tabulating techniques. -or- Using the chalkboard or the overhead projector, draw a diagram and demonstrate the mathematical computation of a simple tabulation containing 3 columns of words. Demonstrate and emphasize the importance of proper tabulating techniques.
C. Headings . Main . Subheadings	Illustrate acceptable vertical spacing between the main and subheading and between the subheading and the body of the table.
D. Getting ready to type . Vertical centering . Paper guide . Left margin . Tab stops	Review counting lines to determine the vertical starting point.

CONTENT	SUGGESTED ACTIVITIES

7. SIMPLE TABULATIONS (Continued)

INTERIM CHECKUP

Given a 5-line, 3-column tabulation (words only), a heading and a subheading, the student will type the copy centered vertically and horizontally, within 10 minutes with no more than 3 errors.

E. Column Heads
   . Equal to columns
   . Shorter than columns

Present acceptable vertical spacing between the main heading (or subheading) and the column heads.

Practice the calculations necessary for indenting a shorter column head over a column.

Point out that tab stops are set only for the columns, not the column heads.

F. Copy
   . Arranged (typewritten)
   . Unarranged (typewritten)
   . Typewritten with notations
   . Completely handwritten

G. Variations
   . Two or more subheadings
   . Main heading spread centered
   . Columns containing numbers
   . Columns containing money amounts
   . Columns containing percent signs
   . Columns containing Roman numerals

An address could be used as a multi-lined subheading.

Using an overhead projector, illustrate and emphasize that:

   . numbers are aligned at the right
   . decimal points are aligned in a column
   . dollar signs are not repeated in a column
   . percent signs are repeated in a column
   . Roman numerals are aligned at the right

INTERIM CHECKUP

Given a handwritten, 5-line, 3-column tabulation (at least one containing figures), a heading, a subheading, and column headings equal to or shorter than the columns, the student will type the copy centered vertically and horizontally, within 20 minutes with no more than 5 errors.

EVALUATION

Upon completion of Module 3, the student should be able to show the competencies specified in the behavioral objectives stated on page D-2.

TYPEWRITING SYLLABUS

End of Module 3. INTRODUCTION OF OFFICE TYPEWRITING I

NEW YORK STATE EDUCATION DEPARTMENT

TYPEWRITING SYLLABUS

MODULE 4. INTRODUCTION TO OFFICE TYPEWRITING II

- Modules 3 and 4 are intended to develop vocational typewriting competencies necessary for entry-level office employment.

- Modules 1, 2, 3, and 4 are equivalent to Typewriting 1. The student may earn a full unit of credit upon satisfying the standards of Typewriting Competency Tests 1, 2, 3, and 4.

- Students who have satisfactorily completed this module before the end of the school term should be encouraged to meet the standards of Module 5.

MODULE 4

INTRODUCTION TO OFFICE TYPEWRITING II

PERFORMANCE OBJECTIVES:

At the end of this module, the student will be able to:

1. Type paragraph material, syllabic intensity not exceeding 1.45, for 5 minutes, with no more than 5 errors, at no less than 30 wpm.

2. Type a medium-sized, handwritten letter, given notations on style, punctuation, and special parts, with a carbon copy and an envelope, within 20 minutes with no more than 5 errors.

3. Center vertically and horizontally a handwritten, 8-line, 4-column tabulation (at least one containing amounts or percents), including a main heading, a sub-heading, and varying length column headings, within 20 minutes with no more than 5 errors.

4. Type a 1½-page unarranged manuscript containing proofreader's notations and footnotes, within 40 minutes with no more than 7 errors.

5. Type 20 entries attractively on a printed form, some necessitating centering one item over another, typing multi-lined items, and typing "x's" in boxes, within 25 minutes with not more than 5 errors.

NOTE TO THE TEACHER:

This fourth module continues "problem" or "application" typing. Skill development, however, cannot be ignored, but should become an integral part of each day's lesson. Every class period should begin with 10 to 15 minutes of conditioning or warmup drills taken from the problem material to be covered that day.

CONTENT	SUGGESTED ACTIVITIES
1. SKILL DEVELOPMENT	
A. Technique drills . Call-the-throw . Tab mechanism . Backspace key . Capital letter . Shift key	The teacher should utilize drills that are appropriate to the problems identified through individual student diagnosis.
B. Reinforcement and development drills . Speed and accuracy . Number and symbol . Balanced-hand words . Double-letter words . Alternate hand words . Alphabetic sentence . Common letter combinations	
C. Timed writings for speed and accuracy development	Previews of appropriate words and phrases for speed and accuracy provide an aid to skill development. Each student should be working toward a speed or accuracy goal he feels he can attain.
D. Proofreading . Before paper is removed from machine	The habit of proofreading should be developed from the very first application problem.
E. Direct teacher dictation	Dictation of words and phrases appearing in the application problem for the day can be part of the conditioning or warmup practice.
INTERIM CHECKUP	Given paragraph material, syllabic intensity not exceeding 1.45, the student will type for 5 minutes, with no more than 5 errors, at no less than 30 wpm.
2. BUSINESS LETTERS	
A. Additional parts . Attention line . Subject line . Mailing notations	Review the arrangement of the parts of a business letter. Using the overhead projector, present

CONTENT	SUGGESTED ACTIVITIES
2. BUSINESS LETTERS (Continued)	
- Air Mail - Special Delivery	the placement of the attention line before the salutation. Discuss the form of salutation with the attention line. ("Gentlemen") Illustrate the placement and style of the subject line. Discuss the placement of special mailing notations. Provide drills containing a list of inside addresses and additional parts for rapid typing with insertion of appropriate salutation. Example: Mrs. J. DeDeo, Director Apex Corporation 116 Canal Drive Plattsburgh, New York 12901 Dear Mrs. DeDeo: SUBJECT: Traveling Expenses Niagara Falls Metal Company 8110 Bridge Street Buffalo, New York 14201 Attention: Credit Department Gentlemen:
B. Style . Block . Semi-block . Full block	Review the block and semi-block styles. Using the overhead projector, illustrate <u>all</u> lines beginning at left margin when using the full block style. Provide variations to include placement of attention line, subject line, mailing notations, closing, and reference initials.

CONTENT	SUGGESTED ACTIVITIES
2. BUSINESS LETTERS (Continued)	
C. Length . 200 to 225 words . under 125	Explain and demonstrate the appropriate margins and variations necessary to accommodate longer and shorter letters.
INTERIM CHECKUP	Given an unarranged letter of approximately 220-225 words containing an attention line, subject line, or special mailing notation, and given information concerning style, the student will type the letter within 20 minutes with no more than 5 errors.
D. Copy . Unarranged . Handwritten insertions . Completely handwritten	Remind the students of the necessity of maintaining an even right margin.
E. Single carbon copy	Demonstrate again the assembly and insertion of the carbon pack.
F. Punctuation style . Mixed . Open	Using the overhead projector, illustrate and review the punctuation patterns.
G. Envelopes . Mailing notations Airmail Special delivery . Non-mailing notations Attention Personal	Using the overhead projector, illustrate the placement of mailing notations on the envelope. (Explain that a rubber stamp may also be used.) Using the overhead projector, illustrate the variations in the placement of non-mailing notations on the envelope (within the address or below the return address). Provide a list of inside addresses containing mailing and non-mailing notations as drills for practicing rapid and correct placement on envelopes or paper cut to envelope size.
H. Folding letters . For business envelope . For legal envelope	Demonstrate folding letters. Have the students practice with letters they have typed in this module.

CONTENT	SUGGESTED ACTIVITIES

2. BUSINESS LETTERS (Continued)

INTERIM CHECKUP

Given a medium-sized handwritten letter and given notations on style, punctuation, and special parts, the student will type the letter with a carbon copy and an envelope, within 20 minutes with no more than 5 errors.

3. TABULATIONS

A. Review
- Arranging main and subheadings
- Method(s) of horizontal centering
- Vertical centering

Use a demonstration typewriter and overhead projector to review:

- backspace-center method or mathematical computation method of horizontal centering
- centering and typing in all caps of main heading
- centering and typing with initial caps of subheading
- blank lines after main heading
- blank lines before and after subheading

Provide drills for practice on placement of main heading and subheadings.

Example: Main heading and first line of tabulation.

Main heading, subheading, and first line of tabulation.

B. Column headings
- Longer than columns
- Longer and shorter
- Longer, shorter, and equal to columns
- Multiline

Review the arrangement and calculation of column headings equal to columns and shorter than columns. Illustrate capitalization, underscoring, and blank lines preceding and following column headings.

Point out that column headings which are longer than the columns are the longest entry and are used as the keyline. Illustrate the calculations for indenting the column under the column heading and demonstrate setting the tab.

CONTENT	SUGGESTED ACTIVITIES
3. TABULATIONS (Continued)	
	Illustrate and discuss the variations in arrangement of multiline column headings.
INTERIM CHECKUP	Given a 5-line, 4-column unarranged tabulation containing a main heading, subheading, proofreader's notations, varying length column headings, and a footnote, the student will type the table centered vertically and horizontally within 20 minutes with no more than 5 errors.
C. Variations in columns . Containing dates . Containing addresses . Containing times . Containing overruns . Containing total lines . Single and multiple footnotes	Review the alignment of numbers at the right, the use of the dollar sign at the top of the column and the alignment of numbers at the right, the alignment of decimal points, and the repeating of percent sign in each line of a column. Review columns containing amounts of figures of uneven length and setting tab stop at a point that will take care of the greatest number of entries. Demonstrate the placement of an overrun in a column and its effect on arrangement of items on that line in other columns. Demonstrate the use of the ratchet release for the underscore preceding a column total. Illustrate the alignment of asterisks at the right when typing multiple footnotes.
D. Copy . Arranged . Unarranged . With proofreader's notations . Completely handwritten	

CONTENT	SUGGESTED ACTIVITIES

3. TABULATIONS (Continued)

INTERIM CHECKUP

Given a handwritten, 8-line, 4-column tabulation containing a main heading, subheading, varying length column headings, and at least one containing amounts or percents, the student will type the table centered vertically and horizontally within 20 minutes with no more than 5 errors.

4. MANUSCRIPTS

A. Arranged copy
- . Establishing left and right margins
- . Establishing vertical placement
- . Heading
- . With corrections

Review backspace-centering the title, typing it in all caps, and the blank lines that follow it.

Show the appropriate top and bottom margins for vertical placement.

Discuss the proofreader's notations.

Provide sufficient drill of sentences containing proofreader's notations.

INTERIM CHECKUP

Given the top margin and given approximately 20 lines of an arranged manuscript containing a heading and proofreader's notations, the student will type the manuscript within 20 minutes with no more than 5 errors.

B. Unarranged copy
- . Establishing left and right margins
- . Establishing vertical placement
- . Heading
- . Subheading
- . Sideheading
- . With corrections
- . With handwritten additions

Using the overhead projector, illustrate the spacing before and after each side heading.

Establish the side margins for an unbound manuscript. Remind the students of the necessity of maintaining an even right margin.

INTERIM CHECKUP

Given an unarranged manuscript of approximately 200 words containing main, sub-, and side headings, proofreader's notations and handwritten additions, the student will type the manuscript within 25 minutes with no more than 5 errors.

CONTENT	SUGGESTED ACTIVITIES
4. MANUSCRIPTS (Continued)	
C. Handwritten . Establishing left and right margins . Establishing vertical placement . With headings . With corrections	Again, remind the students of the necessity of maintaining an even right margin. Review top, bottom, and side margins for an unbound manuscript.
D. Footnotes . Asterisk . Superior numbers . Multiple	Use a demonstration machine and an overhead projector to explain and illustrate: . using an asterisk to identify a footnote . raising figures as superior numbers to identify a footnote . using identifying number in a footnote to correspond to number in the body of manuscript . typing a footnote at the bottom of the same page . typing each footnote as a separate paragraph . preceding footnotes by a 2-inch line of underscores to separate them from body
E. Quotations . Short . Long	Using the overhead projector, explain and illustrate: . quotations of three or fewer lines shown in quotation marks . quotations of four or more lines indented, single spaced, and numbered without quotation marks . three-period ellipsis showing an omission
INTERIM CHECKUP	Given a handwritten manuscript of approximately 150-175 words containing one long and one short quotation and two footnotes, the student will type the manuscript within 35 minutes with no more than 5 errors.

CONTENT	SUGGESTED ACTIVITIES
4. MANUSCRIPTS (Continued)	
F. Bibliography . Establishing left and right margins . Establishing vertical placement . Heading . Arrangement . Underscoring . Quotation marks . Separation with commas	Show the vertical placement of and the spacing and placement of the various parts of the bibliography. Depending on the availability of time, include speeches, magazine articles, and newspaper articles, in addition to books. Provide the student with experience in arranging a bibliography. Examples: Arrange from an unarranged list of references. Add at the appropriate place the bibliographical reference for the typing textbook.
INTERIM CHECKUP	Given a handwritten bibliography of approximately 5 items, the student will type the material within 15 minutes with no more than 5 errors.
G. Two-page arranged . Establishing vertical placement on second page . page numbering	Review top margins on first page of unbound manuscript. Show the top margin on second and succeeding pages and positioning of page number.
INTERIM CHECKUP	Given a 1½-page unarranged manuscript containing proofreader's notations and footnotes, the student will type the material within 40 minutes with no more than 7 errors.
5. FORMS TYPING	Review the use of the variable line spacer for typing on ruled lines.
A. Special problems . Typing on ruled lines . Filling boxes . Centering one item over another	Provide the students with duplicated sheets on which lines are deliberately slanted because of defective feed in duplicating machines. Have them

CONTENT	SUGGESTED ACTIVITIES
5. FORMS TYPING (Continued)	
. Typing multi-lined items within vertical and horizontal ruled lines	practice aligning the lines in their typewriters using the paper release key. Caution the students to check the horizontal registration of lined forms before they begin to type. Demonstrate this technique by comparing a line with the aligning scale as the carriage is moved from the left to right across the page. . Many printed forms require the insertion of an "x" in boxes. Provide the students with a duplicated sheet containing boxes and have them practice inserting an "x" in the boxes using the backspace key, holding down the space bar, holding the carriage, or holding the ribbon carrier (IBM Selectric). Provide material in which the student can practice centering one item over another. Example: *Johnston* (Last) *Jeannette* (First) Provide material in which the student can practice typing multi-lined items within vertical and horizontal rulings. Example: REASON FOR LEAVING *Secured full-time position*
B. Types of forms . Application blanks . Voucher checks . Invoices . Statements	Teacher ingenuity comes to the fore here. A collection or originals (garnered from government sources, working parents, the community, and the teacher's own mail) can be

CONTENT	SUGGESTED ACTIVITIES
5. FORMS TYPING (Continued)	
. Hospitalization forms . Telephone messages . Receipts . Others	reproduced. Workbooks and typing packets can also be used.
C. Multiple copies . Carbon paper . Carbonless paper . Snap-out carbons	Provide practice in which the student must line up two or more printed forms with faulty vertical registration (especially forms duplicated by the spirit or stencil process) before insertion into the typewriter with carbon paper.

INTERIM CHECKUP	Given a printed form and a list of 20 entries, some necessitating centering one item over another, typing multi-lined items, and typing "x's" in boxes, the student will type the form, demonstrating attractive arrangement, within 25 minutes with not more than 5 errors.
EVALUATION	Upon completion of Module 4, the student should be able to show the competencies specified in the behavioral objectives stated on page E-2.

NEW YORK STATE EDUCATION DEPARTMENT

TYPEWRITING SYLLABUS

MODULE 5. INTERMEDIATE OFFICE APPLICATIONS I

- Modules 5 through 8 are designed for advanced typewriting instruction.

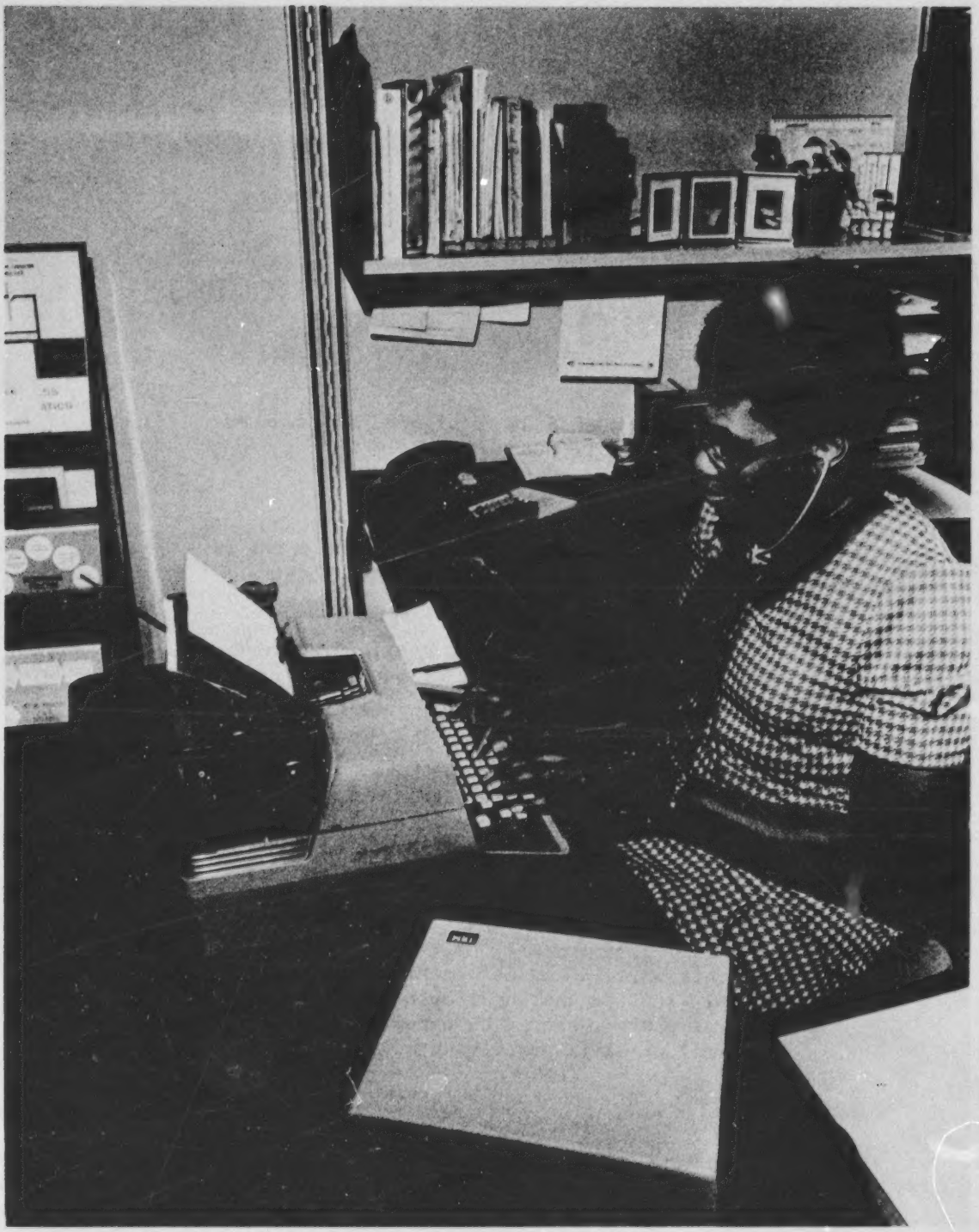
- Students who satisfactorily meet the standards of Typewriting Competency Tests 5 and 6 may be awarded an additional half-unit of credit.

- Schools that offer a second year, advanced typewriting course, should expect their students to complete Modules 5, 6, 7, (8)* for an additional unit of credit.

- Self-pacing may be accommodated by allowing the more able typewriting student to move through the modules and meet the standards of the appropriate Typewriting Competency Tests at her or his own rate.

- Students enrolled in Office Practice or Secretarial Practice, having completed a full year of typewriting, should be expected to continue typewriting skill development with Module 5.

*See Summary on Page 3.



Machine transcription is a frequent office application of typewriting competency.

MODULE 5

INTERMEDIATE OFFICE APPLICATIONS I

PERFORMANCE OBJECTIVES:

At the end of this module, the student will be able to:

1. Type paragraph material, syllabic intensity not exceeding 1.45, for 5 minutes, with no more than 5 errors, at no less than 35 wpm.

2. Demonstrate the ability to erase, crowd, and spread words and punctuation marks by typing 5 sentences, each containing 2 words which must be substituted, within 10 minutes.

3. Type a medium-sized, handwritten letter containing a simple table within the body, given notations on style, punctuation, and special parts, with carbon copies and envelopes, within 30 minutes with all errors corrected.

4. Type a handwritten memorandum of approximately 125-150 words, addressed to 3 or 4 people and containing a simple table within the body, with carbons and inter-office envelopes, within 25 minutes with all errors corrected.

5. Center vertically and horizontally a handwritten, 12-line, 3-column tabulation (with a braced heading over two of the columns), containing a main heading, subheadings, and leaders, within 20 minutes with all errors corrected.

6. Type a 1½-page unarranged manuscript containing proofreader's notations, handwritten additions, a table, and footnotes, within 40 minutes with all errors corrected.

CONTENT	SUGGESTED ACTIVITIES
1. SKILL DEVELOPMENT	
A. Technique drills . Call-the-throw . Tab mechanism . Backspace key . Capital letter . Shift key . Pivoting . Making correction . Inside address . Spread heading	The drills selected for technique reinforcement and refinement should be taken from the application problem for the day.
B. Reinforcement and development drills . Alphabetic sentence . Speed and accuracy . Number and symbol . Balanced-hand words . Double-letter words . Alternate hand words . One-hand words . Adjacent key words . Common letter combinations	In addition to using the demonstration typewriter, use the overhead projector or video tape-recorded presentation as effective teaching devices. The Tachistoscope, opaque projector, Pacer, Diatype Analyzer, and Audio-Tutorial programs are optional learning devices recommended.
C. Timed writings for speed and accuracy development	Preview appropriate words and phrases for speed and accuracy development. Direct each student to work toward a speed or accuracy goal she feels she can attain.
D. Proofreading before paper is removed from machine	The habit of proofreading should be continually stressed.
E. Direct teacher dictation	Dictate words and phrases appearing in the application problem for the day as part of the conditioning or warmup practice.

INTERIM CHECKUP	Given paragraph material, syllabic intensity not exceeding 1.45, the student will type for 5 minutes, with no more than 5 errors, at no less than 35 wpm.

CONTENT	SUGGESTED ACTIVITIES
2. MAKING CORRECTIONS	Give the students as many experiences as possible with:
A. Erasing . On different kinds of paper . With various types of erasers . Eraser shields . Matching letter shading . Permissible strikeovers	. bond paper . rag content paper . onionskin paper . colored letterhead paper . erasable bond paper . no-carbon-required paper . pre-assembled carbon packs Teach the students to erase using the appropriate type of eraser, i.e., abrasive eraser for ribbon copy, soft eraser for carbons and erasable bond. Emphasize the care needed to avoid fingermarks, smearing, and holes in the paper. Discuss the danger of eraser crumbs falling into the type basket and demonstrate moving the carriage to the right or left before erasing. Demonstrate rolling the paper backwards to erase near the bottom of the page.
B. Correction products . "Chalked" paper . Liquid products . Tape	Discuss the various products available. Match the products to the paper.
C. Crowding and spreading . Without erasing . With erasing	Provide the class with sentences in which they must crowd single letters and punctuation marks without erasing. Provide the class with sentences in which they must erase, then crowd and spread words and punctuation marks.
D. Reinserting paper to make corrections	Illustrate and explain the use of the printing point indicator, the paper release, the aligning scale, and the variable line spacer when reinserting the paper into the typewriter.

CONTENT	SUGGESTED ACTIVITIES
2. MAKING CORRECTIONS (Continued)	
INTERIM CHECKUP: Given 5 sentences, each containing 2 words which must be erased and corrected, the student will crowd and spread the substituted words within 10 minutes, demonstrating proper alignment and proper erasing techniques.	
3. BUSINESS LETTERS	Review the arrangement of the parts of a business letter.
A. Additional parts . Postscript . Display paragraph(s) . Long quotations . Table within letter . Carbon copy notations cc bcc	Demonstrate various acceptable arrangements of the postscript. Emphasize the importance of keeping within the shortened margins of the displayed section so that it shows off from the rest of the letter. Discuss and demonstrate various acceptable arrangements of tables within a letter. Explain the circumstances in which the carbon copy and blind carbon copy notations would be used in business. Illustrate the style and placement of the cc notation, the style and placement of the bcc notation, and point out the copies on which each appears. Demonstrate the assembly of a multiple carbon pack for letters with carbon copy notations.
INTERIM CHECKUP: Given a short, unarranged letter containing a displayed paragraph and a postscript, the student will type the letter within 20 minutes with all errors corrected.	
B. Style . Block . Semi-block . Full block	Review the block, semi-block, and full block styles.

CONTENT	SUGGESTED ACTIVITIES
3. BUSINESS LETTERS (Continued)	
. Simplified – A.M.S. . Indented with close punctuation (Acquaintanceship only)	Present the history of the simplified style and its use in offices today. Illustrate the unique placement and spacing of its various parts.
INTERIM CHECKUP	Given a medium-sized, unarranged letter with a bcc notation, the student will type the letter in simplified style with carbons within 25 minutes with all errors corrected.
C. Length . Short . Medium	
D. Copy . Unarranged . Handwritten insertions . Completely handwritten	Provide practice in typing a handwritten table within the body of the letter.
E. Copies . Single carbon copy . Multiple carbons . Preassembled carbon packs	Provide experience with as many different commercially prepared products as possible – snap-out sets, carbonless paper, one-time carbon packs, etc.
F. Erasing required	Demonstrate erasing techniques used with carbonless paper and snap-out carbon packs.
G. Envelopes	Have the students prepare an envelope for each carbon copy and blind carbon copy that is to be mailed. Have them fold the letters and carbons and insert them into the envelopes.
INTERIM CHECKUP	Given a medium-sized, handwritten letter containing a simple table within the body and given notations on style, punctuation, and special parts, the student will type the letter with carbons and envelopes within 30 minutes with all errors corrected.

CONTENT	SUGGESTED ACTIVITIES
4. INTEROFFICE MEMORANDUMS	Briefly review the typing of memos.
A. Additional parts . Displayed material . Tables within memo	
B. Form . Plain paper . Printed reply section . Snap-out carbon packs . Carbonless paper	Explain the circumstances in which the reply type stationery is used. Provide the students with practice in answering memos by typing in the reply. Review erasing techniques used with carbonless paper and snap-out carbon packs.
C. Heading . To a number of people . Personalized to each person	Provide the students with practice in typing multiple-addressed memos using both plain paper and printed forms. Have the students practice personalizing memos by using either the check mark or by reinserting each copy and typing the individual's name in the heading.
D. Envelopes . Plain envelopes . Interoffice envelopes Legal size Large manila	If printed interoffice envelopes are not available, the teacher can type a facsimile and duplicate copies or use a thermal master or stencil to produce copies from an original.
INTERIM CHECKUP	Given a handwritten memorandum of approximately 125-150 words, addressed to 3 or 4 people and containing a simple table within the body, the student will type the memorandum with carbons and interoffice envelopes within 25 minutes with all errors corrected.
5. TABULATIONS	Use an overhead projector to review: . the attractive arrangement of main headings and subheadings . the calculations necessary when column headings are equal to, o shorter, or longer than columns . placement of footnotes
A. Review . Main and subheadings . Column headings . Body . Footnotes . Spread heading	

CONTENT	SUGGESTED ACTIVITIES
5. TABULATIONS (Continued)	
	Use a demonstration typewriter to review spread centering.
B. Variations . Grouping lines in body . Paired columns . Braced column heads . Pivoting . Leaders	Provide material in which every three or four lines of the body are grouped for emphasis, ease of reading, and attractiveness. Provide material which contains columns that can be paired for effectiveness. Example: Name of Team Won Lost The material used for paired columns can be expanded to teach braced headings. Example: Points Name of Team Won Lost Number of Points Name of Team Won Lost Provide material that can be pivoted (blocked at the right) for attractiveness. A program for a play can be used effectively. Have the students set a tab stop one space beyond the point where the typing is to end. Using the demonstration typewriter, pivot the material with the class – backspacing once for each letter and space in the pivoted material. Example: Lady Macbeth Terry O'Toole Macbeth John J. Ames The material used for pivoting can be expanded to teach leaders.

CONTENT	SUGGESTED ACTIVITIES
5. TABULATIONS (Continued)	Example: Lady Macbeth . . . Terry O'Toole Macbeth . . . . . John J. Ames Use the overhead projector to illustrate close or spread leaders. Emphasize that successive lines of spread leaders must be aligned under each other and that a convenient method of assuring alignment is to notice whether the first leader is begun at an odd or even number on the typewriter scale. All succeeding leaders would be begun at the same position — odd or even.
C. Copy . Arranged . Unarranged . With proofreader's notations . Completely handwritten	
INTERIM CHECKUP	Given a handwritten, 12-line, 3-column tabulation containing a main heading, subheadings, leaders, and a braced heading over two of the columns, the student will type the table centered vertically and horizontally within 20 minutes with all errors corrected.
6. MANUSCRIPTS	
A. Title page . Arrangement . Border design (Acquaintanceship only)	Using an overhead projector, illustrate various attractive arrangements for the title page. Discuss spaces, inches, and line spaces with the class in preparation for typing a border design.
B. Table of contents . Arrangement . Leaders	Review and close leaders.
INTERIM CHECKUP	Given a handwritten title page of approximately 5 lines, and a table of contents of 15 lines, the student will type the material within 30 minutes with all errors corrected.

CONTENT	SUGGESTED ACTIVITIES
6. MANUSCRIPTS (Continued)	
C. Copy . Unarranged . With table . With quotations . With corrections . With handwritten additions	Discuss and illustrate various acceptable arrangements of tables within a manuscript. Review the typing of quotations of three or fewer lines and of four or more lines.
D. Placement – side bound	Establish the side margins and centering point for a manuscript bound at the left or have the students move their paper guides to the left and use the usual margins and centering point.
E. Footnotes . At bottom of page . At end of manuscript	Review the typing of footnotes at the bottom of a page: . raising superior numbers . allowing enough space at the bottom for each fcotnote . preceding footnotes with a line of underscores

INTERIM CHECKUP	Given a 1½-page unarranged manuscript containing proofreader's notations, handwritten additions, a table, and footnotes, the student will type the material within 40 minutes with all errors corrected.
EVALUATION	Upon completion of Module 5, the student should be able to show the competencies specified in the behavioral objectives stated on page F-3.

TYPEWRITING SYLLABUS

End of Module 5. INTERMEDIATE OFFICE APPLICATIONS I

MODULE 6. INTERMEDIATE OFFICE APPLICATIONS II

- Modules 5 through 8 are designed for advanced typewriting instruction.

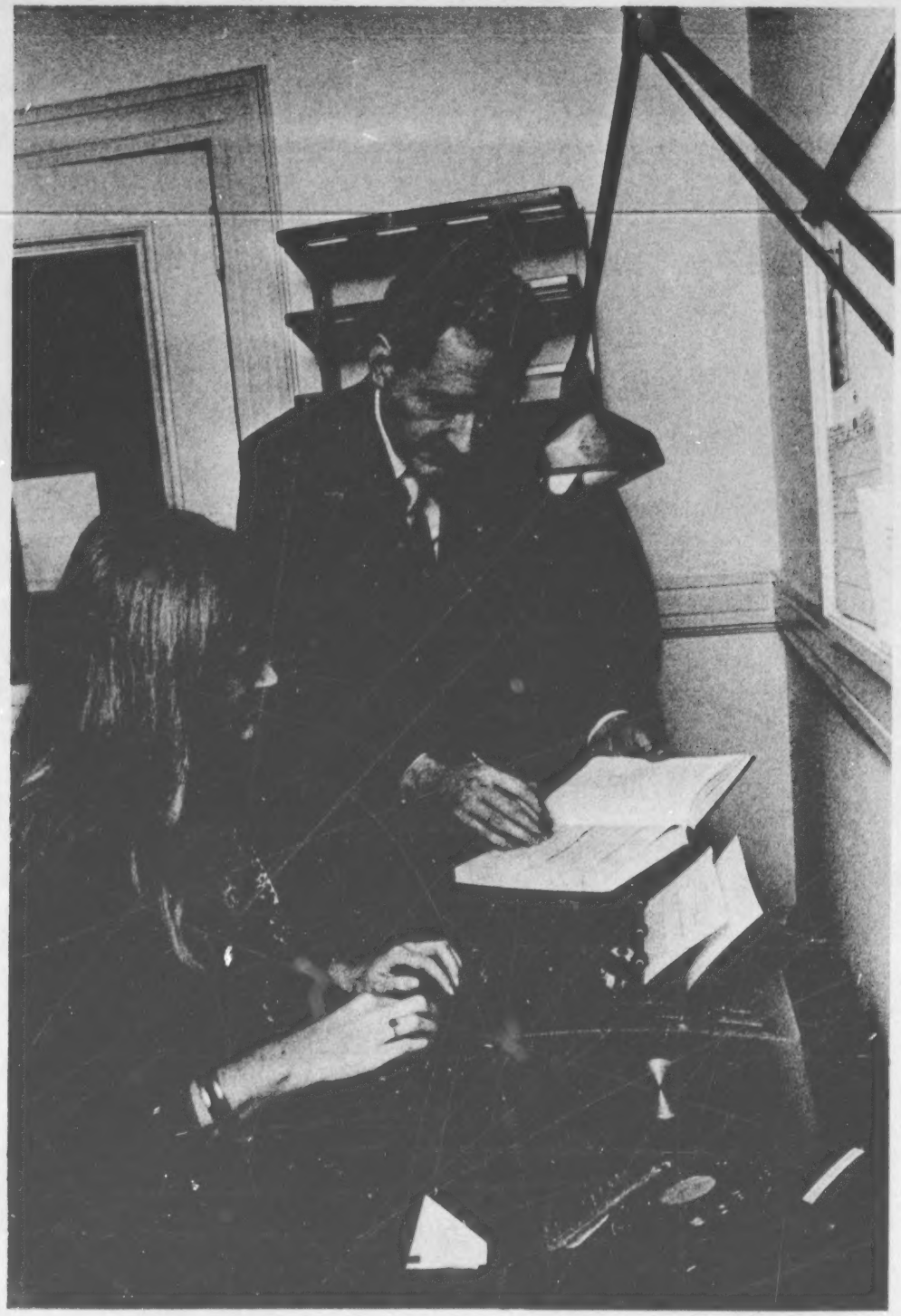
- Students who satisfactorily meet the standards of Typewriting Competency Tests 5 and 6 may be awarded an additional half-unit of credit.

- Schools that offer a second year, advanced typewriting course, should expect their students to complete Modules 5, 6, 7, (8)* for an additional unit of credit.

- Self-pacing may be accommodated by allowing the more able typewriting student to move through the modules and meet the standards of the appropriate Typewriting Competency Tests at her or his own rate.

- Students who have completed Typewriting I may have progressed beyond Module 4. Those students should continue typewriting skill development with Module 5 or higher.

*See Summary on Page 3.



Direct dictation may be accomplished right at the typewriter.

MODULE 6

INTERMEDIATE OFFICE APPLICATIONS II

PERFORMANCE OBJECTIVES:

At the end of this module, the student will be able to:

1. Type paragraph material, syllabic intensity not exceeding 1.45, for 5 minutes, with no more than 5 errors, at no less than 40 wpm.

2. Type a medium-sized, unarranged letter containing data to be verified, given notations on style, punctuation, and special parts, using appropriate-sized letterhead paper with carbons and envelopes, within 35 minutes with all errors corrected.

3. Type in boxed style a handwritten, 12-line, 3-column tabulation (furnishing column totals) containing a main heading, subheadings, leaders, and braced column heading, within 25 minutes with all errors corrected.

4. Type a two-page, unarranged magazine article containing handwritten insertions, within 25 minutes with all errors corrected.

5. Type a handwritten news release of approximately 150 words, within 25 minutes with all errors corrected.

6. Type an edited, one-page personal data sheet within 20 minutes with all errors corrected.

7. Type a newsletter from "dummy" copy containing heading information and four 5-line topics, within 20 minutes with all errors corrected.

8. Type two pages of unarranged minutes containing handwritten insertions, within 25 minutes with all errors corrected.

9. Type an unarranged itinerary of approximately 150 words within 25 minutes with all errors corrected.

10. Type on a spirit master rough draft material of approximately 100 words, including solid caps and underscores, within 30 minutes with all errors corrected, the resultant copy showing proper stroking and correction techniques.

11. Type on a stencil rough draft material of approximately 100 words, including solid caps and underscores, within 30 minutes with all errors corrected, the resultant copy showing proper stroking and correction techniques.

CONTENT	SUGGESTED ACTIVITIES
1. SKILL DEVELOPMENT	
A. Technique drills . Call-the-throw . Tab mechanism . Backspace key . Capital letter . Shift key . Guide word alignment . Following directions . Pivoting . Making corrections	The drills selected for technique reinforcement and refinement should be taken from the application problem for the day.
B. Reinforcement and development drills . Alphabetic sentence . Speed and accuracy . Number and symbol . Balanced-hand words . Double-letter words . Alternate hand words . One-hand words . Adjacent key words . Common letter combinations	
C. Timed writings for speed and accuracy development	Preview appropriate words and phrases for speed and accuracy development. Direct each student to work toward a speed or accuracy goal he feels he can attain.
D. Proofreading before paper is removed from machine	The habit of proofreading should be continually stressed.
E. Direct teacher dictation	Dictate words and phrases appearing in the application problem for the day as part of the conditioning or warmup practice.

INTERIM CHECKUP	Given paragraph material, syllabic intensity not exceeding 1.45, the student will type for 5 minutes, with no more than 5 errors, at no less than 40 wpm.

CONTENT	SUGGESTED ACTIVITIES
2. BUSINESS LETTERS	Review the arrangement of the parts of a business letter.
A. Stationery . Standard letterhead . Official . Baronial . Monarch . Continuation pages	Illustrate and discuss the common sizes of letterhead stationery. Explain the weight, fiber content, and use of each. Explain and illustrate the placement and style of the heading on continuation pages. Provide drills for rapid typing of heading on continuation pages.
INTERIM CHECKUP	Given a short, unarranged letter containing a postscript, the student will type the letter on baronial or monarch letterhead paper within 15 minutes with all errors corrected.
B. Length . Short . Medium . Long . Two-page	Review procedure for setting margins for varying-length lines. Discuss the requirements for page two of a letter: . typed on plain paper, matching quality and size of letterhead . same line length as page 1 . minimum lines in body . heading Remind the students of the necessity of keeping an even right margin with each size stationery used.
INTERIM CHECKUP	Given a two-page, unarranged letter containing handwritten additions and an enclosure notation, the student will type the letter on letterhead paper and a continuation sheet within 35 minutes with all errors corrected.
C. Copy . Unarranged . Handwritten insertions . Completely handwritten	

CONTENT	SUGGESTED ACTIVITIES
2. BUSINESS LETTERS (Continued)	
D. Copies . Single carbon copy . Multiple carbons . Snap-out carbons	Provide experience with various types of carbon sets.
E. Erasing required	Illustrate skillful use of erasing tools. Remind students that correction of errors that defy detection are evidence of a master typist. Demonstrate techniques of making corrections that defy detection: . careful erasing . perfection in alignment or positioning . matched typing
F. Envelopes . Baronial . Monarch . Business . Legal	Discuss the appropriate envelope size for each type of stationery. Provide practice in typing envelopes other than the common sizes.
. Non-mailing notations Hold for arrival Please forward Confidential Personal	Illustrate and explain use, placement, location, and typing style used in typing non-mailing notations. Review the placement of mailing notations, the attention line, and the format for addressing for automation. Supply envelopes (or paper cut to envelope size) and a list of return addresses with non-mailing instructions for practice in rapid typing of envelopes. Demonstrate folding for insertion into various size envelopes.
INTERIM CHECKUP	Given ten envelopes with return addresses and a list containing ten addresses with non-mailing notations, the student will type the envelopes within 5 minutes with all errors corrected.

CONTENT	SUGGESTED ACTIVITIES
2. BUSINESS LETTERS (Continued)	
G. Researching essential details	Provide material containing dates, places, amounts, etc., and direct the student to verify the accuracy of the information and substitute correct information.
INTERIM CHECKUP	Given a medium-sized unarranged letter containing data to be verified and given notations on style, punctuation, and special parts, the student will type the letter on appropriate-sized letterhead paper with carbons and envelopes within 35 minutes with all errors corrected.
3. TABULATIONS	
A. Review . Main and subheadings . Method(s) of horizontal centering . Footnotes . Grouping lines in body . Bracing column heads . Pairing columns	Provide drills for practice on placement of main heading, subheading, footnote, and braced column headings. Review: . alignment of numbers at the right . alignment of decimal point . dollar sign not repeated within a column . alignment of dollar sign at top and bottom of column . repeating of per cent sign in each line of a column.
B. Variations . Ruled table . Boxed table	Illustrate spacing once before typing a ruled line and twice after it. Explain rulings may be typed with the underscore key or made with pencil or ballpoint pen. Illustrate totals set off by ruled lines. Demonstrate calculation for vertical placement. Remind students to allow for bottom rule when figuring vertical placement.

CONTENT	SUGGESTED ACTIVITIES
3. TABULATIONS (Continued)	Illustrate vertical lines hand-drawn between columns of a boxed table. Explain and demonstrate typing a table omitting all vertical lines but leaving space for them. Use a demonstration typewriter to illustrate drawing lines by placing a pen or pencil point at an angle in the cardholder notch. For horizontal lines, move the carriage from left to right. For vertical lines, release the ratchet release and turn the platen forward or backward.
C. Copy . Arranged . Unarranged . With proofreader's marks . Completely handwritten	
D. Researching essential details	Provide material containing dates, places, amounts, and the like, and direct the student to verify the accuracy of the information before typing correct copy.
INTERIM CHECKUP	Given a handwritten, 12-line, 3-column tabulation containing a main heading, subheadings, leaders, braced heading over two of the columns, and given instructions to furnish column totals, the student will type the table in boxed style within 25 minutes with all errors corrected.
4. SPECIAL TYPING APPLICATIONS	
A. Magazine Article . Arrangement . Continuation pages . Capping of lead words . Counting lines . End of article	Illustrate various arrangements for a magazine article. Explain that in typing, the line length, style, and display match that of the magazine. Discuss calculation and placement of line count. (35 Lines of 40 Spaces) Illustrate arrangement of heading on continuation pages.

CONTENT	SUGGESTED ACTIVITIES
4. SPECIAL TYPING APPLICATIONS (Continued)	Illustrate the indication of the end of the article.
INTERIM CHECKUP	Given a two-page, unarranged magazine article containing handwritten insertions, the student will type the material in appropriate form within 25 minutes with all errors corrected.
B. News Release . Arrangement . Capping title and date line . Continuation pages . End of release	Illustrate style and placement of heading and typing of words NEWS RELEASE. Use the demonstration typewriter to review spread typing. Discuss the placement and typing of the word MORE if the release is longer than one page. Indicate the end of the release by typing the word END.
INTERIM CHECKUP	Given a handwritten news release containing approximately 150 words, the student will type the material in appropriate form within 25 minutes with all errors corrected.
C. Personal Data Sheet . Arrangement . Margins	Explain and illustrate the arrangement of the various divisions of the Personal Data Sheet. Suggest the use of outline form for fast and easy reference. Provide the student with an opportunity to prepare an effective personal data sheet using his or her personal information.
INTERIM CHECKUP	Given an edited, one-page personal data sheet, the student will type the material in appropriate form within 20 minutes with all errors corrected.

CONTENT	SUGGESTED ACTIVITIES
4. SPECIAL TYPING APPLICATIONS (Continued)	
D. Newsletter . Arrangement . Justified typing . Pivoting	Remind students that in pivoting, they backspace once for each letter and space in the dateline, beginning one space beyond the right margin. Illustrate new topics beginning with all caps and preceded by asterisks. Explain justified typing. Emphasize the need for a first (dummy) copy to determine extra spaces. Demonstrate checking in pencil extra space insertions within a line to maintain an even right margin.
INTERIM CHECKUP	Given "dummy" copy containing 4 newsletter topics of at least 5 lines each and given the information for the heading of a newsletter, the student will type the material in appropriate form within 20 minutes with all errors corrected.
E. Minutes . Arrangement . Subject captions . Prenumbered pages . Continuation pages	Provide material for typing minutes with generous margins, marginal subject captions for various sections to expedite locating information, and in both single and double spacing. Require students to rough out copy with triple spacing before typing in final form. Add realism by supplying students with prenumbered pages to type the minutes.
INTERIM CHECKUP	Given two pages of unarranged minutes containing handwritten insertions, the student will type the material in appropriate form within 35 minutes with all errors corrected.
F. Itinerary	Discuss and outline the necessary data to be included in an itinerary.

CONTENT	SUGGESTED ACTIVITIES
4. SPECIAL TYPING APPLICATIONS (Continued)	Show various itinerary forms which can be used. Illustrate vertical placement and arrangement of an itinerary as an open table. Review horizontal and spread centering. Prepare a project involving the preparation of an itinerary.
INTERIM CHECKUP	Given an unarranged form approximately 150 words of data and given instructions for style and display of an itinerary, the student will type the material in proper form within 25 minutes with all errors corrected.
5. SPIRIT MASTERS A. Introduction . The carbon . The mastersheet . The masterset . Placement of master on the duplicating machine . How copy paper receives image	Discuss the possible uses of spirit process duplicated material in terms of clarity compared with other processes, number of copies that can be produced, "shelf life" of the copies and of the masters, etc. If one is available, demonstrate the operation of the spirit process duplicator, stressing the importance of a well-prepared master. Run copy that can be used later by the students to practice typing fill-ins.
B. Preparing to type a master . Cleaning type face . Removing tissue sheet . Inserting masterset into typewriter	Provide typewriter cleaning supplies and demonstrate proper cleaning techniques. Have the students insert the open end of the masterset into the typewriter so that corrections can be made without disassembling the masterset.
C. Typing a master . Proper stroking Problem letters Punctuation marks Capital letters Typing underscores	If possible, have the students experiment on both mutual and electric typewriters.

CONTENT	SUGGESTED ACTIVITIES
5. SPIRIT MASTERS (Continued)	
. Position of paper bail rollers	Provide material that includes the following: . letters that are apt to cut too deeply (such as o and 0) . punctuation marks that are apt to blur (such as the period and comma) . capital letters that are apt to be light (such as M and W) . solid caps (heavier-than-normal touch on manuals) . underscores that are apt to slice (lighter-than-normal touch on manuals, change of pressure on electrics)
D. Making corrections . Scraping off carbon deposits . Correction tape . Liquid products . Out of the typewriter	Demonstrate placing a slip of fresh carbon at the point of a correction and stress the importance of removing it before continuing to type.
E. Cleanup . Tissue replaced . Clean work area and typewriter keyboard if necessary	Discuss the problems arising from leaving a messy work station after typing a master — carbon on clothes, on fingers, on subsequent work, etc.
F. Evaluation	Run off copies for the entire class. Have the students analyze the copies for faulty stroking, poor corrections, etc.
INTERIM CHECKUP	Given a masterset, type cleaning and correction supplies, and given rough draft material of approximately 100 words, including solid caps and underscores, the student will prepare the master within 30 minutes with all errors corrected, and the resultant copy will show proper stroking and correction techniques.

CONTENT	SUGGESTED ACTIVITIES
6. STENCILS	Discuss the possible uses of stencil process duplicated material in terms of clarity compared with other processes, number of copies that can be produced, "shelf life" of the copies and of the stencil, etc.
A. Introduction . How mimeographing differs from the spirit process . How copy paper receives image . The stencil sheet . The backing sheet . The cushion sheet . The plastic film . The stencil guide marks	If one is available, demonstrate the operation of the mimeograph, stressing the importance of a well-prepared stencil. Run copy that can be used later by the students to practice typing fill-ins. Provide each student with a stencil, cushion sheet, and plastic film. Discuss the wax-like composition of the stencil, and the purpose of the backing sheet, the cushion sheet, and the plastic film. Provide each student with a sheet of standard and legal-sized mimeo paper. Illustrate and explain the limits of the horizontal and vertical guide marks on the stencil as compared to the copy paper. Explain the difference in the composition of mimeograph paper and spirit process paper.
B. Preparing to type a stencil . Cleaning type face . Insertion of cushion sheet . Inserting stencil pack into typewriter . Disengaging ribbon . Regulating pressure (Electric typewriters)	Briefly review cleaning typewriter keys. Show the students how to put their machines on stencil position and how to regulate the pressure (electrics). Demonstrate the use of the impression control by having the students experiment with different settings and deciding upon the best setting for typing a stencil.
C. Typing a stencil . Proper stroking Problem letters Punctuation marks Capital letters Typing underscores . Using the plastic film	If possible, have the students experiment on both manual and electric typewriters. Have them type with and without a plastic film and compare the results.

CONTENT	SUGGESTED ACTIVITIES
6. STENCILS (Continued)	Provide similar material as shown in the suggested activities for C. Typing a Master on p. G-10.
D. Making corrections . Burnishing . Correction fluid	Provide the students with paper clips for burnishing if rods are not available. Emphasize the importance of using only the proper amount of fluid when making corrections.
E. Cleanup . Cushion sheet storage . Correction fluid storage	Show the students a quire of stencils and explain that the cushion sheets must be used more than once. Emphasize the importance of keeping the correction fluid tightly capped.
F. Evaluation	Run off copies for the entire class. Have the students analyze the copies for faulty stroking, poor corrections, etc.

INTERIM CHECKUP	Given a stencil, type cleaning and correction supplies, and given rough draft material of approximately 100 words, including solid caps and underscores, the student will prepare the stencil within 30 minutes with all errors corrected, and the resultant copy will show proper stroking and correction techniques.
EVALUATION	Upon completion of Module 6, the student should be able to show the competencies specified in the behavioral objectives stated on page G-3.

NEW YORK STATE EDUCATION DEPARTMENT

TYPEWRITING SYLLABUS

MODULE 7. ADVANCED OFFICE APPLICATIONS

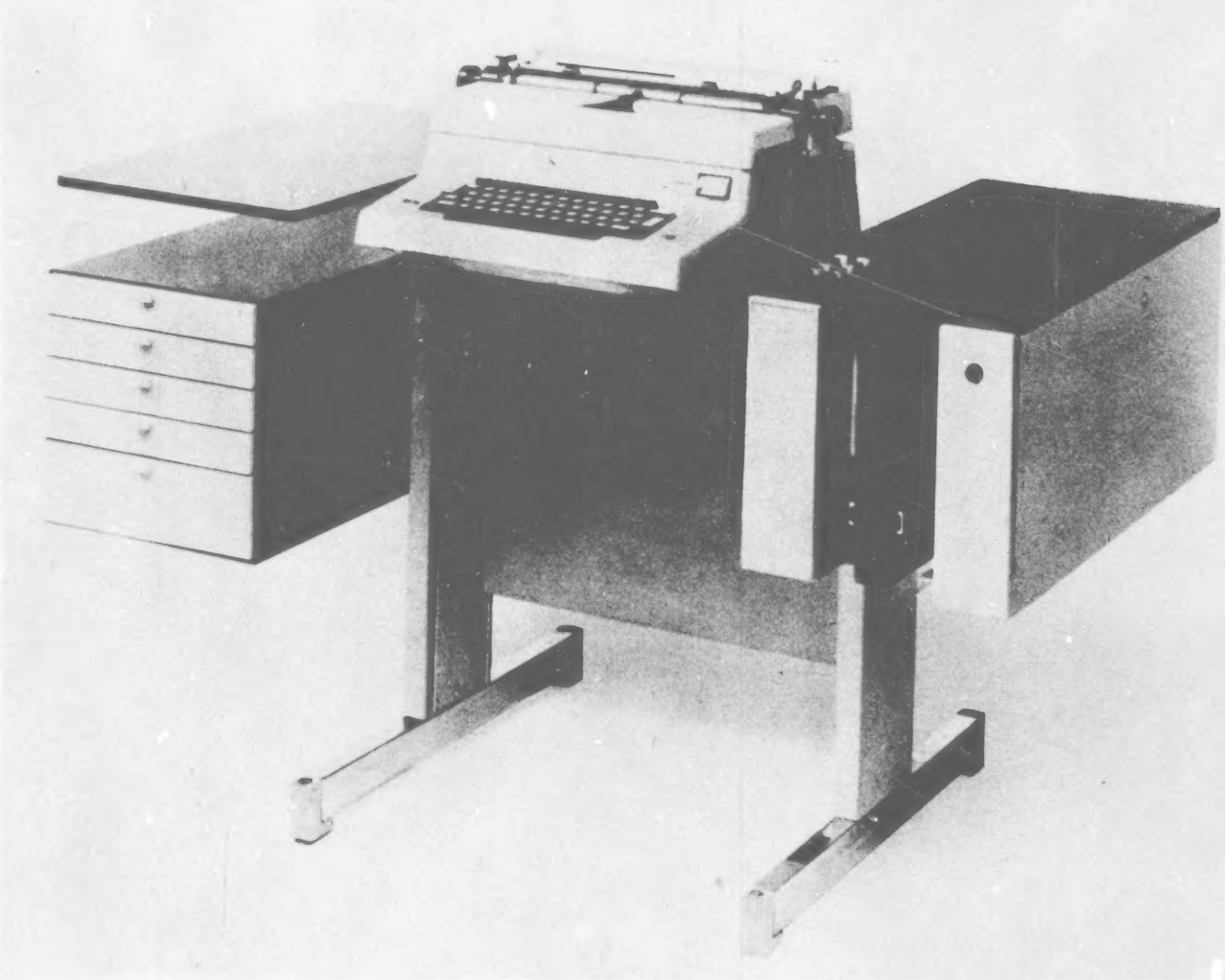
- Modules 5 through 8 are designed for advanced typewriting instruction.

- Schools that offer a second year, advanced typewriting course, should expect their students to complete Modules 5, 6, 7, and (8)* for an additional unit of credit.

- Self-pacing may be accommodated by allowing the more able typewriting student to move through the modules and meet the standards of the appropriate Typewriting Competency Tests at her or his own rate.

- Students who have completed Typewriting I may have progressed beyond Module 4. Those students should continue typewriting skill development with Module 5 or higher.

*See Summary on Page 3.



The all-encompassing Word Processing System

MODULE 7

ADVANCED OFFICE APPLICATIONS

PERFORMANCE OBJECTIVES:

At the end of this module, the student will be able to:

1. Type paragraph material, syllabic intensity not exceeding 1.45, for 5 minutes, with no more than 5 errors, at no less than 45 wpm.

2. Type a medium-sized, handwritten letter, supplying a salutation, titles of respect, and closing lines, given information concerning the addressee and the closing lines, with a carbon copy and an envelope, within 20 minutes with all errors corrected.

3. Type in boxed style a handwritten 7-line, 3-column tabulation containing a main heading and a braced heading over two of the columns, on a sheet of odd-sized paper, given its dimensions, within 20 minutes with all errors corrected.

4. Type on a spirit master rough draft material for a two-page program, the left-side title page of approximately 8 lines centered attractively, and the right-side cast of characters of approximately 20 lines justified with leaders, within 40 minutes with all errors corrected, the resultant copy showing proper stroking and correction techniques.

5. Cut a stencil for insertion into a short-carriage typewriter, and prepare and reassemble the stencil, from rough draft material of approximately 8 lines of a lettered first page and approximately 10 lines of a typed last page of a two-page program to be run back-to-back, within 40 minutes with all errors corrected, the resultant copy showing proper stroking and correction techniques.

6. Type both sides of two postal cards, given a return address, the name and address of two addressees, and a message of approximately 75 words, within 25 minutes with all errors corrected.

7. Type 20 entries attractively on 20 continuous labels, some multilined, within 10 minutes with all errors corrected.

8. Demonstrate the ability to chain feed and type 10 index cards from a list of 10 addresses, within 10 minutes with all errors corrected.

9. Complete 10 one-line fill-in form letters, furnishing the date and salutation, demonstrating attractive arrangement, given a list of 10 addresses with notations on appropriate fill-ins, and fold and insert the letters into 10 window envelopes, within 30 minutes with all errors corrected.

CONTENT	SUGGESTED ACTIVITIES
1. SKILL DEVELOPMENT	
A. Technique drills . Tab mechanism . Shift key . Guide word alignment . Pivoting . Making correction . Chain feeding	The drills selected for technique reinforcement and refinemwnt should be taken from the application problem for the day.
B. Reinforcement and development drills . Alphabetic sentence . Speed and accuracy . Number and symbol . Balanced-hand words . Double-letter words . Alternate hand words . One-hand words . Adjacent key words . Common letter combinations	
C. Timed writings for speed and accuracy development	Preview appropriate words and phrases for speed and accuracy development. Direct each student to work toward a speed or accuracy goal she feels she can attain.
D. Proofreading before paper is removed from machine	The habit of proofreading should be continually stressed.
E. Direct teacher dictation	Dictate words and phrases appearing in the application problem for the day as part of the conditioning or warmup practice.

INTERIM CHECKUP	Given paragraph material, syllabic intensity not exceeding 1.45, the student will type for 5 minutes, with no more than 5 errors, at no less than 45 wpm.

CONTENT	SUGGESTED ACTIVITIES
2. BUSINESS LETTERS	
A. Additional styles . Governmental (Acquaintanceship only) . Personal-business (Acquaintanceship only)	Review the arrangement of the parts of a letter. Illustrate the placement of the inside address at the bottom of the governmental style. Have students show personal letters written or received to see how the date follows the return address and how the return address is written on the envelope.
B. Length . Short . Medium . Long	Review the procedure for setting margins for varying-length lines.
C. Copy . Unarranged . Handwritten . Stock paragraphs	Have the students select from a list of stock paragraphs in order to construct letters for acknowledging orders, reference requests, requests for payment, etc.
D. Copies . Single carbon copy . Multiple carbons	
INTERIM CHECKUP	Given two inside addresses and a list of stock paragraphs, and given information concerning two problem situations, the student will choose appropriate paragraphs and type two letters with carbons and envelopes within 30 minutes with all errors corrected.
E. Correspondence courtesies . Title of respect Mr., Mrs., Miss, Ms. Others - Dr., Prof., etc. When to abbreviate When to spell out Plural titles Messrs. Mesdames Misses	Provide a list of inside addresses for which the students must supply titles of respect and salutations. Example: *G. H. Adams, 121 Maple Street, Boise, ID 83700 (a physician)*

CONTENT	SUGGESTED ACTIVITIES
2. BUSINESS LETTERS (Continued) . Salutations - when to use Gentlemen Ladies Dear Sir My dear Mr. . Signature lines Single women Married women Company signature line . Signing letters As the secretary For the employer For someone else	Dr. G. H. Adams 121 Maple Street Boise, ID 83700 Dear Doctor Adams: *John Russell and Adam White* *Legal Aid Society* *1287 West Eagle Avenue* *San Francisco, CA 94100* Messrs, Russell and White, Esq. Legal Aid Society 1287 West Eagle Avenue San Francisco, CA 94100 Gentlemen: Provide a series of situations in which the student must type the appropriate closing lines for letters which will not be signed by the dictator. Example: *Since your employer is leaving the office he asks you to sign his name over his typewritten signature.* Very truly yours, John T. O'Leary xx Vice President *Since your employer is leaving the office she asks you to type and sign the letter as her secretary.* Sincerely yours, xx Secretary to Ms. Blue

CONTENT	SUGGESTED ACTIVITIES

2. BUSINESS LETTERS (Continued)

F. Erasing required

INTERIM CHECKUP

Given a medium-size handwritten letter, and given information concerning the addressee and the closing lines, the student will type the letter, supplying a salutation, titles of respect, and closing lines, with a carbon copy and an envelope, within 20 minutes with all errors corrected.

3. TABULATIONS

A. Review
- . Main and subheadings
- . Footnotes
- . Braced column heads
- . Leaders
- . Pivoting
- . Ruling
- . Boxing

Review the spacing necessary before and after horizontal ruled lines.

Review the use of the cardholder notch for drawing ruled lines.

Provide drills for practicing pivoting for a justified right margin.

Review the "odd" or "even" alignment necessary for spread leaders.

B. Typing on odd-size paper
- . Paper inserted lengthwise
- . Half sheets, inserted short side in
- . Other odd sizes

Review lines per inch and spaces per inch.

Provide practice in which the students must determine the number of vertical lines and horizontal spaces on various sizes of paper.

Illustrate determining the center-point of various sizes of paper.

Have the students type ruled and boxed tables on odd-sized paper (5 x 8, 4¼ x 7, 4 x 6, etc.)

Have the students type financial statements on standard paper inserted lengthwise.

Provide material to be used in the preparation of a two-page program (half sheets, inserted short side in). Have the students center and

CONTENT	SUGGESTED ACTIVITIES
3. TABULATIONS (Continued)	type the title page attractively on one sheet and type the cast of characters on the other, using leaders and pivoting the right-hand column.
C. Copy . Unarranged . Handwritten	
D. Erasing required	
INTERIM CHECKUP	Given a sheet of odd-sized paper with its dimensions, and given a handwritten 7-line, 3-column tabulation containing a main heading and a braced heading over two of the columns, the student will type the table in boxed style within 20 minutes with all errors corrected.
4. SPIRIT MASTERS	
A. Review . Preparing to type a master . Typing a master . Making corrections	Remind the students to insert the open end of the masterset into the typewriter. Review the proper stroking techniques used in typing "problem letters" (such as o and M), punctuation marks, solid caps, and underscores.
B. Colored carbons . For word emphasis . For display . Multicolor work	Demonstrate placing a slip of red carbon under the mastersheet to type a word that is to be emphasized and stress the importance of removing it before continuing to type.
C. Artwork . Ancillary supplies Ballpoint pen Ruler . Tracing . Typed and sketched . Drawing lines	Demonstrate the process of drawing (or tracing with typewriter carbon paper) on the separated mastersheet first, then retracing with the spirit carbon in place under the mastersheet. Provide a group of appropriate cartoon line drawings and have the students prepare an announcement for an office picnic.

CONTENT	SUGGESTED ACTIVITIES

4. SPIRIT MASTERS (Continued)

INTERIM CHECKUP

Given a masterset, a sheet of colored spirit carbon, a simple line drawing, a sheet of typewriter carbon paper, type cleaning and correction supplies, and given rough draft material of approximately 75 words, including solid caps and underscores, the student will prepare the master in two colors, within 40 minutes with all errors corrected, and the resultant copy will show proper tracing, stroking, and correction techniques.

D. Variations
- . Ruled form
- . Two-page program (Standard paper folded)
- . Four-page fold
- . Postal card message
- . Typing fill-ins

Have the class prepare a form which requires both vertical and horizontal ruling. After the copies have been run, have the class use them to practice typing on ruled lines.

Provide material to be used in the preparation of a folded two-page program for a school play in which the student must attractively arrange a title page on the left side of the folded sheet and must type a cast of characters on the right side using leaders and pivoting the right-hand column. Discuss how to determine the centerpoint of the left side and how to determine the margins for the right side of the folded sheet.

Have the students prepare a greeting card requiring a "French" (four-page) fold. Demonstrate the necessity of removing the masterset to type the four quarters of the sheet and discuss how to determine the centerpoint of the quarters.

Provide material for a postal card message that would necessitate leaving space for information to be inserted.

CONTENT	SUGGESTED ACTIVITIES
4. SPIRIT MASTERS (Continued)	Example: A message from a library telling the reader that a particular book is being held for him for a particular number of days. After the copies have been run off, have the students insert the name of the book and the number of days it will be held.
E. Cleanup	
F. Evaluation	Run off copies for the entire class. Have the students analyze the copies for faulty stroking, poor corrections, etc.
INTERIM CHECKUP	Given a masterset, type cleaning and correction supplies, and given a rough draft material for a two-page program, the left side of which is a title page of approximately 8 lines and the right side of which is a cast of characters of approximately 20 lines, the student will prepare the master with the title page centered attractively and the cast of characters justified with leaders, within 40 minutes with all errors corrected, and the resultant copy will show proper stroking and correction techniques.
5. STENCILS	
A. Review . Preparing to type a stencil . Typing a stencil . Making corrections	Review the assembly of the stencil pack — stencil, cushion sheet, plastic film. Review the proper stroking techniques used in typing "problem letters" (such as o and M), punctuation marks, solid caps, and underscores.
B. Artwork . The mimeoscope . Ancillary supplies Styli Lettering guides Shading plates	Demonstrate the use of the mimeoscope for tracing and drawing. Demonstrate the use of various styli, lettering guides, and shading plates. Show the class how to correct errors when using the mimeoscope.

CONTENT	SUGGESTED ACTIVITIES
5. STENCILS (Continued)	
T-square Stencil cement . Tracing . Typed and sketched . Drawing lines	Provide a group of appropriate cartoon line drawings and have the students prepare an announcement of an office bowling league with a reply sign-up form at the bottom.
INTERIM CHECKUP	Given a stencil, a simple line drawing, mimeoscope supplies, type cleaning and correction supplies, and given rough draft material of approximately 50 words, including solid caps and underscores, the student will prepare the stencil within 40 minutes with all errors corrected, and the resultant copy will show proper tracing, shading, lettering, stroking and correction techniques.
C. Variations . Ruled form . Two-page program (Both sides, back-to-back) . Postal card message . Typing fill-ins . Two-color work (Acquaintanceship only)	Have the class prepare a form which requires both vertical and horizontal ruling. Have the horizontal ruling done with the dotted-line stylus. After the copies have been run, have the class use them to practice typing on the dotted lines. Discuss the necessity of cutting the stencil when preparing a two-page folded program on a short-carriage typewriter. Demonstrate cutting a stencil and using stencil cement in its reassembly. Provide material to be used in the preparation of a folded two-page school play program run back-to-back. Have the student letter the title page, using the mimeoscope. The second page could contain a cast of characters to be typed with leaders and justified on the right. The third page could contain the names of committees and the fourth the names of the board of education and the administration. Have the students cut the stencils for insertion into a short-carriage typewriter and cement them together upon completion.

CONTENT	SUGGESTED ACTIVITIES
5. STENCILS (Continued)	Provide material for a postal card message that would necessitate leaving space for information to be inserted. After the copies have been run off, have the students insert the necessary information. Discuss how multicolor stencil jobs can be prepared — either by preparing a separate stencil for each color and running the copy more than once or by preparing one stencil, being sure that the colors are far enough apart to prevent "bleeding."
D. Cleanup	
E. Evaluation	Run off copies for the entire class. Have the students analyze the copies for faulty stroking, poor corrections, etc.
INTERIM CHECKUP	Given a stencil, mimeoscope supplies, type cleaning and correction supplies, and given rough draft material of approximately 8 lines of a lettered first page and 10 lines of a typed last page of a two-page program to be run back-to-back, the student will cut the stencil for insertion into a short-carriage typewriter, and prepare and reassemble the stencil, within 40 minutes with all errors corrected, and the resultant copy will show proper lettering, stroking, and correction techniques.
6. PRODUCTION TYPING	
A. Postal cards . Return address . Addressee's name and address . Message . Arrangement	Have the students type both the address side and the message side of postal cards. Explain that space may be saved by omitting the complementary close, reference initials, handwritten signature, and the blank line after the date.

CONTENT	SUGGESTED ACTIVITIES
6. PRODUCTION TYPING (Continued)	Identify a double (reply) postal card and discuss its use. Reproduce postal card forms or use simulated cards (slips of paper 5½ by 3¼ inches).
INTERIM CHECKUP	Given two postal cards and given a return address, the name and address of two addressees, and a message of approximately 75 words, the student will type both sides of the postal cards, demonstrating attractive arrangement, within 25 minutes with all errors corrected.
B. Labels . Shipping . Envelope . Filing Sheets Roll Self-stick Colors Various widths	Demonstrate typing of shipping labels to include return address. Review the general rules of envelope addressing. Discuss and illustrate centering an address by estimating the correct position of the longest line. Center each address vertically by estimate. Demonstrate typing file labels on the bottom half. Discuss the advantage of selecting a standardized arrangement for large mailing. Using the demonstration typewriter, front feed small labels using a pleat across the middle of a sheet of paper to form a pocket. Draw a line on the paper along the left edge of label to serve as a continuing guide for consistent margins.
INTERIM CHECKUP	Given 20 continuous labels and a list of 20 entries, some multi-lined, the student will type the labels, demonstrating attractive arrangement, within 10 minutes with all errors corrected.

CONTENT	SUGGESTED ACTIVITIES
6. PRODUCTION TYPING (Continued)	
C. Chain feeding . Backfeeding . Frontfeeding . Margin	Use the demonstration typewriter to show the class: . backfeeding with 2 and 3 cards or envelopes . frontfeeding cards or envelopes Illustrate setting a margin stop instead of a tabulator stop to locate the point at which the information should be typed. Demonstrate twirling the envelopes or cards from the machine so that they will fall into a box placed directly behind the typewriter.
INTERIM CHECKUP	Given 10 index cards and a list of 10 addresses, the student will chainfeed and type the cards within 10 minutes with all errors corrected.
D. Fill-ins . Form letters . Printed form postal cards	Using the demonstration typewriter, show the class how to adjust the typewriter using the ratchet release so that the descenders (portion of letters that extend below the line, as with j, g, p, y, q) are aligned with the line of writing. Explain that fill-ins should match the body of the message. Demonstrate how salutations and addresses are placed more accurately if the cylinder knob is used to roll the paper from the first line of the body to the first line of the inside address. Illustrate providing a pinpoint placement dot on the master form to indicate where the salutation or address should start. Demonstrate folding forms for insertion into window envelopes.

CONTENT	SUGGESTED ACTIVITIES

6. PRODUCTION TYPING (Continued)

INTERIM CHECKUP	Given 10 one-line fill-in form letters, 10 window envelopes, and a list of 10 addresses with notations on appropriate fill-ins, the student will complete the form letters, furnishing the date and salutation, demonstrating attractive arrangement, and fold and insert the letters into the window envelopes, within 30 minutes with all errors corrected.
EVALUATION	Upon completion of Module 7, the student should be able to show the competencies specified in the behavioral objectives stated on page H-3.

TYPEWRITING SYLLABUS

End of Module 7. ADVANCED OFFICE APPLICATIONS

MODULE 8. CULMINATING TYPEWRITING ACTIVITIES

- At the completion of Module 7, the student will have demonstrated the ability to determine priorities, make decisions, and type advanced office applications.

- Module 8 is composed of five units: Job Seeking, Office Simulation, Typing for Specialized Offices, Graphic Arts Typing, and Special-Use Typewriters.

- It is suggested that all students complete the Job Seeking unit and that the choice of other units be dependent upon the time available, student needs and interests, the local job market, and the amount of equipment that is available.

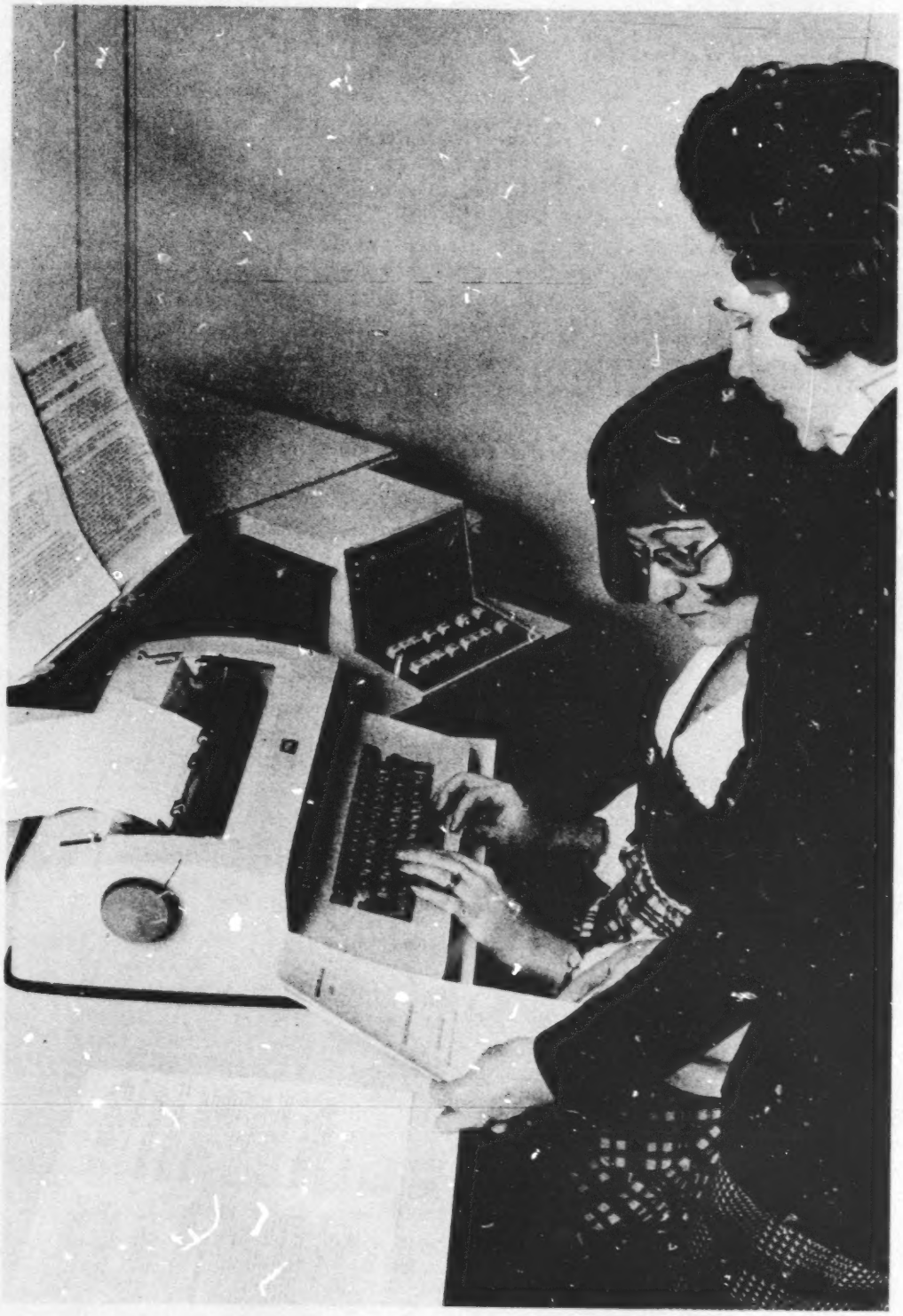
- The suggestions given here are very general in nature and are meant to be only a guideline for further expansion by the teacher.

- Supportive materials should be used to enrich the course content and to provide for individual differences in interest and ability. The teacher will want to periodically update the lists with more current materials as they become available.

- The teacher may want to check the availability of references in the school library or to recommend additions to the library.

- In the introduction to Module 8, the student with the help of the teacher may determine the units to explore, the level of learning, and number of activities to complete, and the degree of competency to be acquired upon completion of the learning sequence.

- The teacher and the student may select one or two of the following options to end the student's training. The students may develop enough competency to pursue a career with on-the-job training or to explore the available specialized post-secondary training before employment.



Operating the Magnetic Card Special-Use Typewriter

A. JOB SEEKING

Job seeking should include the gathering of information that might be needed when looking for employment, the preparation of basic forms, and some practice for the kind of testing that may be required of the job-seeker.

1. Gathering Information

Assign the students to gather personal information that may not be "at their fingertips" but that may be required on an application blank. Have the students type the information and add it to a folder to be kept for future reference.

Examples:

Work experience data:	location of business, kind of business, supervisor's name, description of work done, pay, dates, etc.
Educational background:	names of schools, location, dates, class standing, etc.
Personal and family information:	mother's maiden name, place of parents' birth, place of student's birth, etc.
References:	permission of, names, addresses, occupations, etc.
Special skills and equipment that can be used by applicant:	typing speed, shorthand speed, names and models of equipment used, languages read and spoken, etc.

2. Basic Forms

Provide the students with a variety of application blanks for practice. Have them compose and type solicited and unsolicited letters of application, follow-up letters, and thank you letters.

Have each student prepare several resumes on good quality paper. If possible, have them prepare one on a carbon ribbon or executive typewriter to be used as an original for offset duplication at a local duplicating firm; or have them prepare a mat for offset duplication in the school, if such equipment is available.

3. Practice Testing

Provide the students with "brush-up" or remedial material of the type appearing on local or Civil Service employment tests. Teacher-prepared LAPS or published materials can be used.

Examples:

Verbal abilities:	vocabulary, word relations, interpretation of paragraphs, spelling, grammar and English usage
Reasoning:	number series, letter series, symbol series, symbol classification
Clerical abilities:	comparing names, comparing numbers, computations

Give students timed writings of the length and type found in local and Civil Service employment tests.

Supportive Materials

- Write the New York State Department of Labor, State Campus, Albany, New York 12201, for materials on job seeking, resumes, employment laws, etc., or visit your local New York State Employment Office.

- Check the catalogs of business education publishers .... for job seeking and civil service testing workbooks.

- Check your local stationery store .... for the latest publications on Civil Service tests.

- Refer to Module L, "Job Seeking and Behavior On the Job," Secretarial Practice Syllabus, 1974 Revision. This syllabus may be obtained by your Principal or Director from The State Education Department, Publications Distribution Unit, Albany, New York 12234.

B. OFFICE SIMULATION

Office Simulation is meant to provide the student with an opportunity to apply the skills and techniques acquired in previous modules. It simulates the activities of a functioning office in which each student plays the part of an employee who performs particular work assignments as part of a total office operation.

The teacher may want to use a publisher-prepared simulation or institute one that is self prepared.

Supportive Materials

- Check the catalogs of business education publishers .... for publisher-prepared simulations.

. Refer to Module K, "Office Simulation and The In-Basket Technique," Secretarial Practice Syllabus, 1974 revision. This syllabus may be obtained from The State Education Department, Publications Distribution Unit, Albany, New York 12234.

C. TYPING FOR SPECIALIZED OFFICES

Depending upon student interest and local employment opportunities, students may benefit from experiences in typing for specialized offices — legal, medical, and engineering or technical.

However, because duties vary widely among offices in a specialized area, the teacher should identify only the more commonly performed typing activities and prepare learning materials to provide the student with enough exploratory experience to handle entry-level work with ease and competency.

1. Legal Typing

A typing background of legal terminology and forms can prepare the student to work in an attorney's office, a real estate office, an insurance office, etc. Typing activities may include power of attorney, deed, mortgage, lease, short form of will, writ, legal correspondence, summons, etc.

2. Medical Typing

A typing background of medical terminology and forms can prepare the student to work in a doctor's office, a dentist's office, a medical insurance office, a hospital office, etc. Typing activities may include general correspondence between doctors, billing the patient, preparing medical records and other patient histories, medical insurance forms, etc.

3. Technical Typing

A typing background of technical terminology and forms can prepare the student to work in an engineer's office, a scientific research office, an advertising research office, etc. Typing activities may include research studies, scientific reports with equations and symbols, tabulations of public opinion polls, etc.

Supportive Materials

. Obtain from specialized offices in the community .... the more commonly used forms.

. Check the catalogs of business education publishers .... for legal, medical, and technical texts, workbooks, and practice sets.

- Introduce, reinforce, review, recall, and refine through timed writings, learning-study guides programmed for the typewriter, and transcription belts ....
  office procedures, fundamentals, and terminology for each specialized area.

D. GRAPHIC ARTS TYPING

Students, who show an interest in and a talent for creating attractive copy and layout, should be encouraged to study graphic arts. Businesses are increasingly using in-house design and printing of their own forms, catalogs, bulletins, etc.

Depending upon the equipment and supplies available, this unit may include the following:

Preparing paper masters:	typed material, error correction, line drawings, displayed material, simple forms work, justifying material (with a Composer, Executive, or editing typewriter if available)
Running the offset duplicator:	preparation, operation, and cleanup
Layout work:	using the light table; using paste-ups; headlining (strip printer); attractive arrangements of boxed material, borders, etc.; advanced forms work
Preparing metal plates:	using the platemaker, preparation of plates, plate care and storage
The finished product:	collating and stapling or binding the material prepared

After initial instruction, the material to be duplicated should be practical and useful. It might come from the faculty, guidance, main office, library, audio-visual department, etc.

Each student should build a portfolio of exemplary work that can be taken on job interviews.

Supportive Materials

- Check office procedures and secretarial procedures texts ....
  for chapters on offset duplicating
- Collect manufacturer's manuals ....
  for material concerning offset presses and materials.
- Acquire graphic arts texts and magazines ....
  for material concerning offset duplicating.

E. SPECIAL-USE TYPEWRITERS

Since business organizations are beginning to establish word processing centers, students may benefit from experience on the new and highly sophisticated electronic typing equipment.

Depending upon local employment opportunities, student interest, and equipment available, this unit could include a study of and practice with the following:

Editing typewriters:	paper tape machines, magnetic card machines, magnetic tape machines, etc.
Proportional-spacing typewriters:	letter units, divided spacebar, justifying, crowding and spreading, tabulations, etc.
Immovable carriage typewriters:	the Selectric, Correcting Selectric, dual-pitch Selectric, etc.
Composition typewriters:	VariTyper, Justowriter, Composer, etc.
Addressing machines:	Elliott Addressing Machine, Addressograph, Graphotype, etc.
Data processing typewriters:	Flexowriter, Computyper, Teletypewriter, keypunch, etc.

Following initial instruction on a machine, the student should be given practical and useful material with which to work. Such material can be gathered from the school newspaper, yearbook, school offices, etc.

Supportive Materials

- Collect manufacturer's manuals .... for material to prepare instructional units.
- Check office procedures and secretarial procedures texts .... for chapters concerning special-use typewriters.
- Check the catalogs of business education publishers .... for textworkbooks and practice sets relating to special typewriting machines.

TYPEWRITING SYLLABUS

End of Module 8. CULMINATING TYPEWRITING ACTIVITIES